

MEGA

GOAL 5

TEACHER'S GUIDE

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MegaGoal 5 Teacher's Guide

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Scope and Sequence

	Unit Title	Functions	Grammar
	Intro Pages 2–5	Express opinion and viewpoint, argument; agree and disagree Make deductions about the past and the present	<i>can't be – must be/ must be + -ing – can't have – must have</i>
1	Two Is Better Than One Pages 6–19	Discuss how people/animals can help each other Negotiate Words connected with museums and galleries Express enthusiasm	<i>Other, others, and another</i> Emphatic <i>do</i> Simple present tense vs. present progressive Gradable and non-gradable adjectives
2	Rags to Riches Pages 20–33	Talk about fame and fortune Discuss options Asking and telling about personal experiences	<i>Used to</i> versus <i>be used to</i> <i>Would</i> for repeated action in the past versus <i>used to</i> <i>Was/Were going to</i> (future in the past) Present perfect simple tense Past simple vs. present perfect
3	What Will They Think of Next? Pages 34–47	Discuss technology invented over the last one hundred years Make predictions about life in the year 2100 Persuade Words connected with Space and the Planetary system:1	Future perfect Future perfect progressive The future with dependent time clauses Simple present: <i>be</i> and information questions Simple past: <i>be</i> and <i>be born</i> Regular and irregular verbs in the past
EXPANSION Units 1–3 Pages 48–53		Language Review Reading: Is Anybody Out There? Language Plus: Idioms with <i>world</i>	
4	The World of TV Pages 54–67	Talk about TV films and documentaries Identify genres of TV films Agree and disagree with opinions Words connected with space and the planetary system:2	<i>Both ... and, not only ... but also, either ... or, neither ... nor</i> Independent clauses with <i>and, but, or, so, and yet</i> Comparatives and superlatives <i>I'd rather / I'd prefer</i>
5	Do You Really Need It? Pages 68–81	Evaluate and discuss the influence of advertising Create an advertisement for a product Advise someone against something Express preference: <i>I'd rather / I'd prefer</i> Words connected with shopping habits	Adverb clauses <i>Because, because of, since, and now that (In order) to and so (that)</i> Conditional sentences with <i>when, if, even if, in case, only if, and unless</i> <i>Where, wherever, and everywhere</i>
6	The Gender Divide Pages 82–95	Talk about gender differences and similarities Discuss stereotypes Ask for and give directions Words connected with hobbies and interests	Verbs + infinitives or gerunds with different meanings Passive forms of infinitives and gerunds Auxiliary verbs after <i>but</i> and <i>and</i> Present perfect progressive vs present perfect simple with time markers <i>Adjectives + preposition + gerund</i>
EXPANSION Units 4–6 Pages 96–101		Language Review Reading: The Impact of a Changing World on Human Language and Communication Language Plus: Idioms	

Listening	Pronunciation	Reading	Writing
Listen and identify features of spoken discourse versus written discourse	Recycling and using familiar stress, intonation patterns, expressing disbelief, surprise, query		
Listen for sequence of events in a summary about Dr. Abdullah Al-Rabeeah	The English /r/	Animal Partners	Write an essay about two friends Write and prepare a PowerPoint presentation about symbiotic relationships in teams (Project)
Listen for sequence in a lecture about the history of money	Past tense endings: /t/, /d/, and /ɪd/	Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi: A Success Story	Write a descriptive biographical essay about a person's life Research and make a poster presentation about a person you admire (Project)
Listen for specific information in a talk about the future of newspapers	Consonant clusters	An Out-Of-This-World Vacation	Write a discursive essay about a future change or discovery and its impact on you and on society Research and make a PowerPoint presentation on future changes and their impact in a particular area that you are familiar with (Project)

Tools for Writing: Commonly confused words

Writing: Write an expository essay about the history of a common device or technology and how it will change in the future

Listen for specific information from a TV interview about office designs	Linking vowel sounds	The Formula behind Detective Stories on TV	Write an expository essay about the formula of a TV film genre Create and present a storyboard on important events in a person's life (Project)
Listen for specific details in a lecture on advertising techniques	To before consonants and vowels	Ads Everywhere: Do You "Buy" It?	Write a letter to your local newspaper Create and present a new advertisement for an existing product (Project)
Listen for specific details in a discussion about young/new and experienced drivers	Rising and falling intonation on tag questions	Do Men and Women Speak the Same Language?	Write an essay about the communication features of men or women from different cultures Research and make a PowerPoint presentation on communication methods through time (Project)

Tools for Writing: Run-on sentences

Writing: Write an essay about animal tales in your culture

Philosophy of the Program

MegaGoal is a dynamic American English series for international communication that takes students from absolute beginning to high-intermediate level. It is specifically designed for teenagers and young adults. With eye-catching art and high-interest topics, **MegaGoal** is easy and enjoyable to teach and to learn from.

The goal of **MegaGoal** is to make the learning of English fun, motivating, and success-oriented by way of a carefully graded progression that builds students confidence, and helps them reach the point at which they can use English to express themselves meaningfully about things that matter to them.

The methodology of **MegaGoal** integrates the four skills of speaking, listening, reading, and writing. The earlier levels focus on speaking and listening, but reading and writing are increasingly prioritized as students progress through the series. **MegaGoal** also puts an emphasis on grammar, particularly using grammar in communicative activities.

MegaGoal is designed to appeal to a visually-oriented generation. The visuals aid in presenting and reinforcing language at the same time that they engage student attention. The vocabulary and structures are introduced gradually and recycled systematically. And the tone of the book is humorous—to make the learning process more enjoyable.

Organization of Materials

Each level in **MegaGoal** has the following components:

- Student Book
- Audio Program
- Workbook
- Teacher’s Guide (interleaved)
- Test Bank
- Online Learning Center
- IWB Software & Student e-book

MegaGoal has enough material of classroom instruction for a whole semester. The program is flexible, and it can be used with groups that have one, two, or three hours of instruction a day. It can also be used with groups that have only two or three hours a week.

The Components

Student Book

The overall organization of the Student Books in the series is:

	Number of Units	Pages per Unit
Books 1-6	6 Units 2 Expansions	14 pages each 6 pages each

- Units have a consistent lesson format.
- The Expansion units review and expand on language points with high-interest content in activities, readings, and chants..
- A unit-by-unit vocabulary list is included at the back of each Student Book.

Teacher’s Guide

This interleaved user-friendly Teacher’s Guide is available for each level. The Teacher’s Guide offers an overview of the course, some general teaching guidelines, and detailed unit-by-unit teaching notes.

These unit-by-unit teaching notes include:

- Unit Goals
- Unit Warm Up activity
- Instructions for presenting each Student Book activity
- Answers to all the Student Book activities
- Audioscript for the Student Book listening activities
- Language Builder notes
- Teaching Tips
- Additional Activities
- Additional Projects
- Fun Facts

The Teacher’s Guide for each book also contains the following:

- Scope and Sequence chart
- Vocabulary lists per unit
- Photocopiable Activities
- Answers to the Workbook activities
- Key to Phonetic Symbols
- Audio Program Track List

Workbook

The Workbook provides exercises that reinforce the material presented in the Student Book.

	Number of Units	Pages per Unit
Books 1-6	6 Units 2 Expansions	10 pages each 6 pages each

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. In every unit there is a free writing activity based around a photograph. Students should be encouraged to brainstorm as many words and phrases as they can in connection with the photograph. Encourage students to write full sentences when appropriate. Answers will vary according to the students own ideas, opinions and experiences. Each unit ends with a writing activity, often in the form of personal writing. The Expansion units cover vocabulary, grammar, and writing.

The Workbook Answer Key is found at the back of this Teacher's Guide.

Audio Program

The audio program for each level includes the following material:

- Listen and Discuss (Listen and Repeat in the Intro level) (opening presentation)
- Pair Work model conversations
- Listening
- Pronunciation
- Conversation
- Reading
- Writing
- Chant-Along

The audioscript for the Listening activities appear at point-of-use in the Teacher's Guide.

Testing Program

The Test Bank provides a databank of testing items from which teachers can create customized tests within minutes. Test items reinforce vocabulary, grammar, listening, conversation, reading, writing, and speaking. Teachers can choose to use the items as they are, or teachers can edit, add, delete, and rearrange items.

IWB Software & Student e-book

MegaGoal has two brand new and innovative digital components: the Interactive Whiteboard Software for classroom use and the Online e-books for self-study. Through a variety of interactive applications the content of the books comes to life on the board in class or on the computer screen at home in a way that enhances the learning and teaching process.

Online Learning Center

The Online Learning Center incorporates and extends the learning goals of the Student Book with interactive practice on the computer. A flexible set of activities correlated to each unit builds students' skills.

Student Book Units

Each unit follows a regular pattern:

- **Language**—vocabulary, structures, and functions—are presented and used in context.
- **Grammar** points are presented in chart form and practiced.
- Additional functional language is presented in the context of **Conversations** and role plays.
- A **Reading** expands the unit theme.
- A **Writing** activity calls on students to use the language they've learned.
- **Form, Meaning and Function** activities expand students' knowledge of structures and functional language.
- A **Project** allows students to perform a task and produce a product that calls on them to apply the language and vocabulary they've learned.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary. In the Intro level, some sections vary as appropriate to students' language abilities.

Presentation

The opening two pages of every unit contain the presentation called Listen and Discuss. This section introduces the unit theme, the communicative context, the grammar points, and the key vocabulary. Students discover meaning from context—by the use of visuals and with help from the teacher.

Quick Check

This section, which appears on the opening two pages, includes a Vocabulary and a Comprehension activity that check how well students understood the content of the presentation. The questions are usually in simple formats: matching, *yes/no*, short answers. Students can do the activities independently, in pairs, or even in small groups. Answers can be checked as a class, in pairs, or in small groups.

Introduction

Pair Work

This section, also on the opening two pages, gets students involved in personalized communication right away. It allows students to actively use the language and grammar from the presentation in speaking activities. Students typically ask and answer about the content of the presentation pages, or they give personal information relating to the content.

Grammar

The Grammar section consolidates the grammar points and the communicative functions they convey. Students receive explicit instruction on key grammar points in chart format and with example sentences. The charts are then followed by activities and exercises that reinforce the points presented. The Grammar charts can also serve as a convenient built-in reference section for students as they use English throughout the program.

Listening

In this section, students listen to perform tasks. The listening activity can take a variety of formats. The content of the listening often simulates an authentic context: radio ads and programs, messages on telephone answering machines, interviews, personal conversations, and so on.

Pronunciation

Students' attention is focused on specific sounds of English in the Pronunciation section. Typically students listen and repeat sounds, first in the context of words and then in sentences.

Conversation

The Conversation section contextualizes the language as it is used in everyday situations. It is accompanied by the Real Talk feature that develops vocabulary and everyday expressions. The Conversation also includes functional language; for example, the language for agreeing and disagreeing, changing topics, expressing thanks, expressing surprise, making suggestions, or complimenting. One of the unique features of **MegaGoal** is the multiple-ending Conversations, which appear regularly in the Student Book. Students choose the most appropriate ending for a Conversation or make up their own ending.

Your Turn

Your Turn is a role-play activity in which students are encouraged to act out dialogues related to the Conversation. They use personal information or take on made-up roles. Sometimes the Your Turn activity is in

the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations.

About You

The purpose of the questions in the About You section is to help students improve their oral fluency. Students talk about themselves, putting into practice what they have learned. Students' attention is engaged as they communicate basic personal information in English.

Reading

The Readings throughout the book expand on the unit topic, and relate to students' age and interests. They take a variety of formats: newspaper and magazine articles, puzzles, humorous stories, etc. Sometimes new vocabulary is introduced. The Teacher's Guide presents reading strategies and skills for students to apply to the reading; for example, using prior knowledge, discovering meaning from context, scanning, making inferences, and drawing conclusions.

Writing

The Writing sections in the series cover writing sentences, paragraphs, letters, and brief reports. Writing is also integrated into many of the Projects. The writing assignments in the Student Book sometimes use the readings as models, asking students to write about themselves or topics that relate to them personally. Writing is also developed through assignments in the Workbook.

Form, Meaning and Function

The Form, Meaning and Function section recalls and recycles students' knowledge of structure (form) and extends their ability to use their linguistic knowledge in a meaningful and communicative way (function). The Teacher's Guide presents concrete ideas and tips for the presentation of form and gives suggestions on approach; so students are confident they are getting the language right and they are able to see the communicative (functional) purpose behind activities.

Project

Each unit includes a task-based activity in which students typically cooperate to perform the task. They may make a tourist brochure, design their dream house, interview people and report back, and so on. The Project relates to the unit theme and requires students to use all the language they have acquired. In addition, the Project offers further writing practice.

Student Book Expansion Units

The Expansion units review and expand the material covered in the previous set of units. Each Expansion includes:

- **Language Review:** two pages of activities that recycle the vocabulary and grammar of the previous set of units
- **Reading:** a thematic reading that challenges students
- **Writing**
- **Project**
- **Chant-Along:** a chant that enables students to expand their language in a pleasant way (*In Levels 1–2 only.*) The chant expands on a theme or the language covered in the units before it. The chant, and its related activities, foster additional conversation and discussion as well as acquisition of new vocabulary and expressions.

Teacher's Guide Units

The Teacher's Guide is interleaved with the Student Book for ease of use. There is one Teacher's Guide page facing each Student Book page.

The following is an overview of the contents for a unit in the Teacher's Guide.

- **Unit Goals**
The Unit Goals are clearly listed at the beginning of every unit in the Teacher's Guide. These include goals for Vocabulary, Functions, Grammar, Listening, Pronunciation, Reading, Writing, Form, Meaning and Function and Project.
- **Warm Up**
Each unit begins with a Warm Up that introduces students to the topic and/or reviews language studied in previous units.
- **Teaching Notes**
Step-by-step teaching notes are provided for all presentations and activities.
- **Language Builder**
This feature consists of explanations of any potentially confusing aspects of grammar or vocabulary.
- **Teaching Tips**
This feature offers practical tips, insights, and recommendations based on the observations of experienced teaching professionals.
- **Additional Activities**
These optional activities may serve as a useful way to extend a topic that students have enjoyed. They may also be useful in mixed-ability classes as activities to

give to students who finish a certain task early.

- **Project**
An additional Project is included at the end of each unit.
- **Fun Facts**
The Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.
- **Answers**
The answers to all Student Book activities are provided.
- **Workbook Reference**
Cross references to Workbook activities help in lesson planning.
- **Audioscript**
The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

The first two pages of each unit contain the presentation called Listen and Discuss. In this presentation, students are introduced to new vocabulary, language, and structures in context. The Teacher's Guide contains explicit instructions for presenting each individual unit. In general, you may want to use the following technique. Before students open their books, present the topic of the unit in a warm up, such as by bringing in pictures, using the classroom environment, or using your personal experiences. Then it is recommended that students look at the opening pages. Activate students' prior knowledge by discussing the opening question(s). Then talk about any vocabulary they know (provide support as needed), and have them guess what the unit is about. Then students are ready to listen to the audio. You can have them follow along with the text first as they listen. For any vocabulary word lists on presentation pages, they can listen and repeat. It is recommended that you play the audio several times. You might then read sentences, say vocabulary, or describe part of the picture, and have them point to the relevant part of the pictures or text. At this point, have students do the Quick Check section to practice vocabulary and to check that they have understood the presentation.

Vocabulary

New vocabulary is presented in the Listen and Discuss

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opening presentation and at key points throughout each unit. The words and expressions are then practiced and recycled throughout the unit and subsequent units. Unit vocabulary lists are found at the back of the book and can be used for review.

Use the visuals in the Listen and Discuss presentation to explicitly teach the vocabulary.

- Pronounce each word and have students repeat it. Alternatively, play the audio for students to listen and repeat.
- Provide example sentences, descriptions, and explanations using the opener visual.
- Ask students to provide examples, descriptions, and explanations of their own to determine comprehension.
- Have students keep a vocabulary notebook. Suggest they use their own words to define the terms and incorporate visuals whenever possible.
- Use the photos and illustrations throughout the unit to practice the words. Have students describe the pictures as well as ask and answer questions about the pictures.
- Play games with the words.

Grammar

There are many methods and approaches to grammar teaching. Here are some suggestions that may be useful:

- Preteach the target structure by reviewing sentences from the Listen and Discuss and Pair Work sections that use the structure.
- Model the example sentences in the Grammar section.
- Make personalized statements or ask personalized questions that use the target structure.
- Ask students to provide personalized examples of sentences that use the structure.
- If appropriate, create visuals or graphics to illustrate the structure.
- If appropriate, use gestures or pantomimes to illustrate the structure.
- Have students write grammar exercise answers on the board, highlighting the target structure and explaining their answers.
- Have students work in pairs to complete and/or correct grammar exercises.
- Use sentences from the grammar exercises for dictations.

Listening

The **MegaGoal** series offers a wide variety of listening “texts,” including conversations, announcements, advertisements, news reports, etc.

Before students listen to a recording, elicit predictions about what they are going to hear. Have them look at any related visual material or ask them to read the questions they have to answer. This way, students will have a clearer idea of what to listen for.

Listening can be a difficult skill for some students. These students worry that they will not understand anything. Let them know that it is not necessary to understand every single word, but to get the general idea. Play the recording as many times as necessary, without getting caught up in explanations of every word or phrase. Focus students’ attention on the completion of the task. Letting students work in pairs may lessen anxiety.

Conversation

The following is a suggested technique for presenting the Conversation section in the Student Book:

- Use the picture(s) to introduce new vocabulary and expressions. Have students predict what the Conversation is about.
- Go over the questions in About the Conversation before students listen to the audio.
- Play the audio or read the Conversation. If appropriate, have students look at the picture(s), but keep the text covered. Tell students that they don’t have to understand everything—but they should try to use what they know to figure out what they don’t know. As an alternative, you may find it helpful to have students look at the text while listening to the audio, or you may prefer to have them read the Conversation silently before you play the audio or read the Conversation aloud.
- Play the audio or read the Conversation again while students look at the text.
- Ask students to read the Conversation silently. Ask them to figure out the meaning of unknown words from context.
- Have students answer the About the Conversation questions. They may do this individually, in pairs, in small groups, or as a class.
- Have students work in pairs or groups and read the Conversation using the “Read and Look Up” technique. In this technique, students look at a sentence, look up, and say what they have just read. This technique helps students develop confidence in saying words and sentences in English. It aids them in mastering the mechanics of the language, sounds, and vocabulary, and helps prepare them for freer use of English.
- Have students act out the Conversation.

Reading

The **MegaGoal** series offers a wide variety of reading text types (advertisements, magazine articles, encyclopedia entries, letters, emails, etc.).

For every Reading, have students try to predict and preview the content of the reading before they read. This includes (1) looking at the pictures, (2) talking about what they know about the topic, (3) looking for familiar words, and so on. Let students know that it is usually not necessary to understand every word.

In addition, you can set a purpose for reading. For example, you can ask students to look for the most important ideas or to look for the answers to one or more questions in the After Reading section.

You can present the Reading in a variety of ways. In fact, it is recommended that you take a variety of approaches: (1) students can first listen to the audio recording of the Reading with their books closed; (2) students can listen to the audio of the Reading and follow along in the text (this helps students to “chunk” the text—that is, to see which words go together as meaningful units in English); (3) students can read silently first; (4) pairs can read different sections or paragraphs and report to each other on what they read.

Encourage students to try to guess the meaning of unfamiliar words from context. Encourage them to ask you or look in dictionaries if they still have difficulty. Also encourage students to make lists of words that they want to learn.

Another effective way to review language and content in a Reading is to retell the story or article in one’s own words—orally or in writing. Encourage students to work in pairs and tell what a Reading is about orally. They should tell the main idea first. One effective technique is to summarize each paragraph, or to try to answer the questions *Who*, *What*, *When*, *Where*, and *Why*.

Writing

The **MegaGoal** series offers students practice in writing a variety of text types. These often follow the model provided.

Explain to students that writing is a process that requires prewriting, drafting, revising, editing/proofreading, and publishing. Encourage students to brainstorm and take notes before drafting. After drafting, they should peer-edit each other’s work. Finally, they should use these suggestions to create their final product. You may also want to provide students with a scoring rubric by which you will be evaluating their work. Criteria for scoring might include: ideas, organization, word choice, sentence fluency, grammar, punctuation.

Encourage students to keep a separate notebook for their writing. You and the students can use these notebooks to assess students’ progress in English.

Form, Meaning and Function

The **MegaGoal** series offers plenty of opportunity to recall and recycle previously taught structures and functional language as well as introducing new linguistic and communicative knowledge along the way.

Encourage students to recall what they remember about the form if previously taught and give them plenty of examples which demonstrate alternative meanings and uses of that form.

Give students ample opportunity in the lesson to practice the new function of a familiar form in a meaningful context by encouraging them to fully participate in communicative tasks.

Projects

The following are some practical guidelines for the Projects.

- Try to have each group include students of different proficiency levels in English.
- Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.
- Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.
- Encourage students to assign different roles to different group members.
- Provide students with guidelines for making oral presentations. These include writing down notes on the information they want to present, ideas for how to organize the presentation, ideas on how to divide the presentation among different students, and so on.
- Provide a forum for students to “publish” their work. This may be on displays in the classroom or in the school. Students might present the results to other classes, not just to their class.

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. The **MegaGoal** series includes two original chants in Books 1–2. Activities to learn vocabulary and practice the four skills are included with each chant. When presenting the chants, you can follow the same presentation steps as with the Reading sections, whereby you activate students’ prior knowledge about

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the chant or its theme, introduce the lyrics as you play the chant, use cloze activities to test listening skills, etc. Once students understand the meaning of the lyrics, you can work on pronunciation and rhythm. Additional games and the personalization of the chant lyrics, where students change the lyrics to reflect their own lives, will allow students to be more creative with English in a fun and memorable way.

General Teaching Suggestions

English in the Classroom

Ideally, teachers should use authentic English in the classroom as much as possible. They should also encourage students to speak English as much as possible. Apart from what are strictly teaching activities, English can be used for taking attendance, for school announcements, and for explaining activities and assigning homework. This way, students see English as a vehicle for communication and not just an academic subject to be studied. If students are expected to use English all the time in the classroom, they will be giving themselves the opportunity to practice much more of the language.

Differentiating and Individualizing

Classrooms comprise a wide spectrum of learners who vary in how they learn best. Some students are visual learners, while others are auditory learners. Still other students rely on the written word to succeed. To accommodate all students, teachers need to respond to each individual and offer appropriate experiences. The varied presentation formats in **MegaGoal** allow for this differentiation of learning styles. The abundance of visuals, the audio program, and the variety of activity formats can meet the needs of any learner. In addition, the Teacher's Guide notes within the units provide suggestions for alternative ways to present material.

MegaGoal also recognizes students' individuality and encourages them to express themselves. Give students plenty of opportunities to express their ideas, their preferences, and their opinions. This way, students will start to develop a sense of identifying with the language, of owning the language, and of being able to use it to express real ideas.

It is also important to make connections between the characters and situations in the textbook with students' own lives. Find ways to relate the information in the textbook to local and national figures, places, historical events, etc. Let students bring their own experiences,

attitudes, and ideas into the learning process in order to make learning more relevant and memorable.

Pair Work

Pair Work offers teachers and students a number of benefits. Having students work in pairs is an ideal way to maximize opportunities for communication and practice. Many students feel a great sense of involvement when working with classmates. Another practical advantage is that while students are working in pairs, the teacher can spend time with individual students who need help.

For organizing students into pairs, the simplest method is to have students work with the person sitting next to them. Alternatively, the students in the first row can turn around to make pairs with the students in the second row, and so on. Be sure to mix up the pairs periodically to give students a chance to work with other classmates. Ask students to stand in line in order of birth date, height, alphabetical order, etc., and pair students standing next to each other.

Cooperative Learning

MegaGoal provides students with many opportunities to work together to complete a task. The Project section of most units is one such opportunity.

To help ensure the success of such activities, make sure that groups are balanced in terms of language ability and proficiency. Let students determine the different roles that they might play (recorder, artist, researcher, and so on). The teaching suggestions for the Project sections in this Teacher's Guide provide a lot of helpful information for you and students for organizing and managing projects. Most of the Projects in the Student Book are designed for groups of four to six students.

There are many techniques to encourage cooperative work, even in everyday classroom activities:

- **Numbered Heads Together.** Each student in a group takes a number (for example, 1, 2, 3, or 4). You present a question. Students in the group work together to get the answer and make sure that all the students in the group know the answer or can do the activity. To check for accountability, call on, for example, all the "number 1s" to give the answer.
- **Pairs Check.** Pairs take turns interviewing one another. Then two pairs join together. Each student tells what he/she learned about his/her partner.
- **Think–Pair–Share.** Students think about a topic or question posed. They pair up with another student to discuss it. They then share their thoughts with the class.
- **Jigsaw.** Each student becomes an expert on a topic

(or on one part of a Reading). That student teaches what he/she knows to a small group. This is a way to present a Reading: each student reads a different paragraph and the groups work together to get the important information from the Reading.

Reading Strategies

Researchers are giving more and more attention to how language learners learn to read. The **MegaGoal** series contains explicit reading strategy tips for helping students to become better readers in the Teacher's Guide. These strategies relate specifically to the Reading, but can also be used for the presentation material, the Conversations, and activities that require reading. Periodically review the tips throughout the program to help students apply them automatically.

Grammar and Vocabulary Review

The Photocopiable Activities provide additional practice and consolidate the grammar and vocabulary of each unit. They can be used as homework after Self Reflection, if students require more work on those areas or as optional practice for early finishers in class.

- Tasks and activities vary in this section and include question types such as blank fills, matching, collocations, sentence formation, answering open or closed questions or responding to situations.
- The Photocopiable Activities can be combined with additional activities and used as self-assessment tasks in Self Reflection.

Monitoring Students and Correcting Errors

As students do pair and group activities, circulate around the room. Check that students are using English and are on task. This is an effective way to see how students are progressing.

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking.

Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

Ongoing, Informal Assessment

There are many opportunities in **MegaGoal** for ongoing, informal assessment. Some examples are:

- Student work in the About You section can be monitored to see how fluently students express basic ideas in English.
- Student work on the Project provides an opportunity for you to assess students' use of English informally as students complete work on a topic.
- Short dictations can provide quick and easy mini-assessments. For example, to assess understanding of questions and answers, dictate three or four questions. Then have students answer each of the questions. Next, have students exchange and correct papers. This provides students with immediate feedback. Another way is to write scrambled words or sentences on the board for students to unscramble.
- Material in the Workbook can be used to measure individual students' mastery of the material.
- Students evaluate their own progress at the end of every unit by completing the Self Reflection charts.

Self Reflection

- The Self Reflection page of the course fully acknowledges and supports ongoing, informal assessment in a truly learner-centered way. It allows and trains learners to think back on the topics, tasks and language presented and practiced in the unit, step by step in a systematic and consistent manner, utilizing all available knowledge resources.
- Allotting time and space within the syllabus to this process takes the methodology of the course beyond minimal adherence to principles of reflective learning, common in most courses. Self reflection is rightfully recognized as an integral part of the learning process throughout.
- It is essential to treat this section, as a learning skills development component. This is the time for students to decide for themselves what they can or cannot do and to what extent; and to make a plan of action to remedy problems, clarify points, confirm and consolidate learning.
- The Self Reflection section is an invaluable tool for the teacher, as it provides evidence of learning and indicates areas for remedial work or expansion. Additional Activity ideas as well as the Photocopiable Activities that have not been used in the lessons, can be used as tasks for self reflection.

Intro

1 Listen and Discuss

Read the texts and underline the words or phrases that provide facts and/or opinions.

What do you think?



Collaborative learning promotes teamwork in class. Learners work together in small or large teams. However, it is not always easy for individuals to work effectively with others. Some learners prefer to work on their own first, then share ideas and information. Others are reluctant to share, because they want to impress the teacher with their performance. Negative competition in class tends to prevent students from working together, as they feel that they need to keep what they know to themselves, in order to gain credit against everyone else in class.

Who are they? How do you feel about them?

What do people mean when they say that someone is “self-made”? They usually refer to success stories of individuals who have been able to recognize and utilize opportunities in their lives, for the purposes of improving their personal living standards, gaining respect in their community, and helping others. Can you think of successful “self-made” people in your country? Who are they? How do you feel about them?



Unit Goals

- | | |
|--|---|
| <p> Vocabulary
collaborative learning
“self-made” people
future studies
TV commercials</p> | <p> Listening
Listen and identify
features of
spoken discourse versus
written
discourse</p> |
| <p> Functions
Express opinion and
viewpoint,
argument; agree and
disagree
Make deductions about
the past and the
present</p> | <p> Pronunciation
Recycling and using
familiar
stress, intonation
patterns,
expressing disbelief,
surprise,
query</p> |
| <p> Grammar
can't be – must be/ must
be + -ing – can't
have – must have</p> | |

Fact: *Collaborative learning promotes teamwork/ Learners work together in ... teams. / Some...prefer to work on their own first, then share ... / Others ...reluctant to share ... they want to impress with their performance./*

Opinion: *...not always easy ... to work...in teams/ Negative competition tends to prevent students from working together, as ...in order to gain credit.*

Who are they? How do you feel about them?

Opinion: *They usually tend to refer to - helping others.*

Accept whole sentences or content words only, if students suggest them. The point of this task is to make students identify words or phrases that convey information/ facts and/ or opinion.

- Have students read each text and identify facts and opinions.
-  Play the whole audio again. Have students listen and read along in their books.

Warm Up

With books closed, write the following words/ phrases on the board and ask students what they know about them. Tell them to help each other in pairs.

- collaborative learning
- “self-made” people
- future studies
- infomercials

Ask students to try and guess what each item refers to.

1 Listen and Discuss

- Have students open their books to pages 2 and 3 and quickly scan titles and pictures to help them explain the meaning of the phrases on the board. Elicit ideas.

 Play the audio for each topic on pages 2 and 3 and have students listen and read along in their books. Pause at the end of each text and have students comment and compare their initial ideas to the meaning/ information in the text.

- Call on a volunteer to read the directions at the top of page 2. Put students in pairs and give them a few minutes to read the first text and underline words of phrases that provide facts and/or opinions. Call on a volunteer to provide an example, or give one yourself. For example:

2 Pair Work

- Go over the directions.
- Have students find and read the questions in each text and make sure they are all clear about what they are expected to do.
- Remind students of the expressions for *Expressing Opinion/ Feeling/ Preference – Agreeing/ Disagreeing* box. Write the expressions on the board.
- Give students some ideas for discussion, ask or write on the board:
What do you think of collaborative learning? Is it better than learning independently?
Who, in your community, is a good example of a 'self-made' person? How does this person contribute to their community?
How useful is the skill of foresight? Would you choose to study such a subject? Why? Why not?
How influenced are you by 'infomercials'? Can you give some examples of interesting/boring/amazing infomercials you have seen on TV?
- Put the students in groups or pairs and have them discuss the points raised by the questions. As students work, go around and help as needed with vocabulary. Write some of the more useful words and phrases that students ask for on the board for everyone to see.
- Discuss B as a class. Expand on the topic students find the most interesting by having them research it further outside of class.

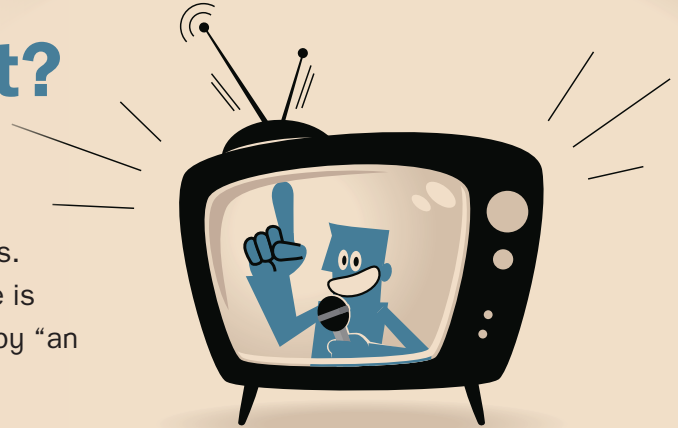
Would you take a course on future studies?



Have you heard of the terms 'future studies' or 'strategic foresight'? Future Studies is an interdisciplinary field that studies and analyzes current and past changes with respect to tomorrow. For example, many people believe that the Earth's ecosystem will collapse in the near future, while others believe that it will survive. A foresight approach would analyze and highlight the assumptions underpinning such views. Would you choose to take a course on future studies at university?

Would you buy it?

Infomercials are longer television commercials that include demonstrations of product features and customer comments. A toll-free telephone number and/or website is included for potential buyers accompanied by "an offer you can't refuse".



2 Pair Work

- A. Before you discuss each issue, brainstorm and think of:
 - phrases you can use to express your opinion/ view
 - ways to agree and disagree
 - arguments to support your view
- B. Which topic would you like to know more about? Why? Which topic do you find least interesting? Why?

3 Conversation



Listen and practice reading the conversation in pairs. Then act it out.

Adnan and Yahya are high school students. They are walking along the corridor, chatting during break.

Adnan: You've heard, haven't you? Our chemistry teacher has been transferred.

Yahya: It can't be true. I saw him yesterday. He can't have left. I thought he must still be teaching in our school.

Adnan: Yes, so did I. But apparently, he has been transferred to his home town. So someone else is going to be teaching chemistry.

Yahya: I am sorry to hear that.

Adnan: I saw someone new walking into the chemistry lab. He must be our new teacher...

Yahya: Let's have a look. No, it can't be. I don't believe it. He must be looking for me.

Adnan: What are you talking about? That must be our new teacher.

Yahya: No, it can't be.

Adnan: Oh, come on. Why not?

Yahya: Because that's my uncle! He must have known about this but never told me.

Adnan: He must have wanted to surprise you! It's good news, isn't it?



Your Turn

A. Role-play a conversation like the one above with a partner. Use phrases from the box.

Making Deductions

(present) **It can't be true. / He must be ...**

He must be ...ing ...

(past) **He can't have ... (left.)**

He must have ... (known) ... / He must have ... (wanted) ...

B. Read the situations and make deductions.

- | | |
|--|---|
| 1. Your father's car is in the garage. | <i>He must be home. / He can't have left.</i> |
| 2. Your cousin's bicycle is in the garden. | <i>He/She ...</i> |
| 3. You can't turn on your new computer. | <i>It ...</i> |
| 4. Your best friend is not at school today. | <i>He/She ...</i> |
| 5. You are 15 minutes late. Your friends don't seem to be in the mall. | <i>They ...</i> |

3 Conversation

- Have students open their books to page 4 and have a quick look at the photo. Ask them to close their books and talk about what they think the conversation is going to be about. List ideas on the board.



Write these questions on the board:

Where are Adnan and Yahya? What are they doing? (at school/ walking along the corridor, chatting) Play the first part of the conversation and have students listen with their books closed. Call on volunteers to answer. Add more questions:

Where has the chemistry teacher been transferred to? (his home town) **Who is the new teacher?**

How does Yahya feel about it? (Yahya's uncle, he's surprised, concerned – accept any answer that is justified)

Call on volunteers to answer in class.



Play the audio again. Have students listen and follow in their books.

- Put students in pairs. Have them practice reading the conversation. Tell students to try and act out the conversation as best they can. Encourage them to rehearse more than once. Advise them to look up after they've had a quick look at their lines as they role-play.
- Have them switch roles and repeat.

Your Turn

- Have students read the directions.
- Direct students' attention to the box of phrases for *Making Deductions*.
- Go over the expressions with the students. Have them find examples in the conversation.
- Ask them to think about the meaning of the expressions.

It can't be true.(1) *I saw him yesterday. He can't have left.*(2) *I thought he must still be teaching in our school.*(3)

I saw someone new walking into the chemistry lab. He must be our new teacher... (4)

Let's have a look. No, it can't be.(5) *I don't believe it. He must be looking for me.*(6)

What are you talking about? That must be our new teacher.(7)

No, it can't be.(8)

Because that's my uncle! He must have known about this but never told me.(9)

He must have wanted to surprise you!(10)

Ask students questions such as these:

(1) Why does Yahya use **can't**? *Why doesn't he say: It's not true? OR It might not be true? (He is confident that the teacher hasn't left because he had seen him earlier. In other words he has reached this conclusion, belief based on the fact that the teacher was there the previous day.)*

(2) Why does Adnan use **must** in this example? What helped him reach that conclusion? *(He saw the person going into the chemistry lab, so he assumed that he was the new teacher.)*

(6) Why does he say this? Why not, "He must look for me"? Is the meaning the same? (Obligation)

- Point out the difference in form when deductions refer to the present as opposed to the past. Give them more examples if necessary.

You are at the library studying. Your friend is there with you. You see him/her pick up his/her books and walk towards the librarian. What do you think?

He must be leaving. / **He must be running late for class.** (present)

You are at the library studying. Your friend came in with you. You look for him but can't see him anywhere.

He must have left. (past)

- Arrange students in pairs to do the role play. Tell them that first they should decide on where they are and what they are doing together.
- Tell them to make notes about the situation if they want but they should not write the conversation down. Remind them that this is speaking practice.
- Call on a few pairs to act out the role plays for the class.
- Have students read the directions and the example for B. Give them some time to read the rest of the items and elicit ideas. Accept all reasonable answers.

Answers

1. He must be home. / He can't have left.
2. He must have arrived earlier. / He must be in. / He must have walked to the park.
3. It must be broken. / There must be a problem.
4. He/ She must be sick.
5. They must have left. / They must be at the restaurant.

9 Speaking

- Have students look at the photo and talk about the people, where they are and what they are doing.
- Have a student read aloud the directions and list of features.

-  Have students close their books and listen.
-  Play the audio again for students to identify and mark the features of the spoken text.
-  Play the audio a third time for students to check their answers.

Audioscript

I'd been waiting for some cash [pause]... to be deposited in my account, so I kept checking every day. About a week ago, Thursday ... I was near the bank so I checked again, for the umpteenth time. I thought ... I hoped to find some cash. [chuckle] So I put my cash card in the ATM and keyed in my password... I couldn't believe it... the money was in the account... Great! I pushed ... sorry, pressed ...you know...the button... (uhmmm) to withdraw the money, waited and took out my card.[phew.] I was so pleased...what a relief ... (uhmmm) the ...I turned around and started walking away... very happy but I thought I'd check to make sure the money was OK... I looked in my bag. ...Nope, no money in my bag.... Searched my pockets ... (uhmmm) nothing. I ran back to the ATM. ...checked the slot ... nothing there. I put my card in to check ... disaster! ...the money had been withdrawn...but I didn't have it! ...Where was it? ...I felt sick at my stomach... and there were so many bills to pay ... This was really embarrassing! ...anyway, I called the emergency number of the bank and told them what had happened ... (uhmm) feeling really foolish ... what would they think of me? ...

They promised to check the next day. ... The man I spoke to told me not to worry... Did you know? ...ATMs have a security feature that pulls back the bills if you don't take them within fifteen or twenty seconds... I didn't know that. ...Also, he told me that this sort of thing happens all the time...Imagine! ... at least I wasn't the only one

- Have students read the written text. Elicit features they notice, e.g. complete sentences, different connectors, range of verb forms, punctuation, paragraphing. Point out the density of the written text with ideas, thoughts, results and consequences organised and connected, rather than fragmented in short utterances (incomplete sentences).
- (Written text: I then checked my account to only get a confirmation that the amount I had requested had in fact been withdrawn. – Spoken text: *I put my card in to check ... disaster! ...the money had been withdrawn...but I didn't have it! ...Where was it? ...*)

-  Play the CD again, pausing from time to time to allow students to compare with the written story.
- Call on students to comment. You may wish to give students a copy of the audioscript to help them compare the two pieces of discourse.

Answers:

	Spoken Text	Written Text
pauses and fillers	✓	
false starts & re-starts	✓	
complete sentences	✓	✓
incomplete sentences	✓	
re-ordering	✓	
re-wording	✓	
self-correction	✓	
connectors	✓	✓
punctuation		✓
intonation	✓	

- Have a student read the directions for 2 and 3 in class. Encourage students to make suggestions. Tell them that they are free to talk about any type of incident they like. Tell them to only make notes, not write the whole story. They are supposed to tell the story in class, as they observe their audience and repeat or stress parts of it to make it livelier and/ or more interesting.
- Give students time to think and make notes. Then have them tell the story to their partner. Draw a chart like the one below on the board for students to copy and use to make notes.

Actions/ People	Events	Objects	Places	Feelings

Call on volunteers to tell the story in class.

4 Speaking

1. Listen and compare the written text with the spoken account of the incident. Tick the features that you identify in each or both.

	Spoken Text	Written Text
pauses and fillers		
false starts & re-starts		
complete sentences		
incomplete sentences		
re-ordering		
re-wording		
self-correction		
connectors		
punctuation		
intonation		



Has it happened to you or someone you know?

About a week ago I went to check my bank account for the umpteenth time, hoping that I'd find some cash. I placed my card in the machine, keyed in my password and to my great delight; there was the money in my account. So I pressed withdrawal, took my card out of the machine, as I was supposed to, and happily walked away...

I must have taken about ten steps or so, when I thought of checking to make sure that I'd put the money away securely. I searched my small bag and my pockets to no avail. I immediately turned and rushed back to the ATM. As I had feared, there was no cash in the slot.

I then checked my account to only get a confirmation that the amount I had requested had in fact been withdrawn. I was really upset and embarrassed. I called the bank and reported the incident. They promised to check the following day.

Fortunately, the machine had a security feature which pulled back cash that was not collected within fifteen or twenty seconds!

I was feeling really foolish to have done such a thing but then I was told that it happens all the time! Would you believe it?

2. Work in pairs. Think about an incident you heard or read about or something that happened to you or someone you know. Make notes.
3. It might help to write the actions/verbs in the order they happened and then add people, objects and places. Lastly, don't forget to also convey the manner in which things happened. Use your voice, exclamations, adjectives and adverbs.
4. Now use your notes and tell your partner or your class.

1 Two Is Better Than One

1 Listen and Discuss

1. Name some famous husbands and wives from history. Tell the most legendary story you know of a famous couple.
2. Read the texts about some famous marriages from history. Do you think their marriage made it easier for them to achieve certain goals?

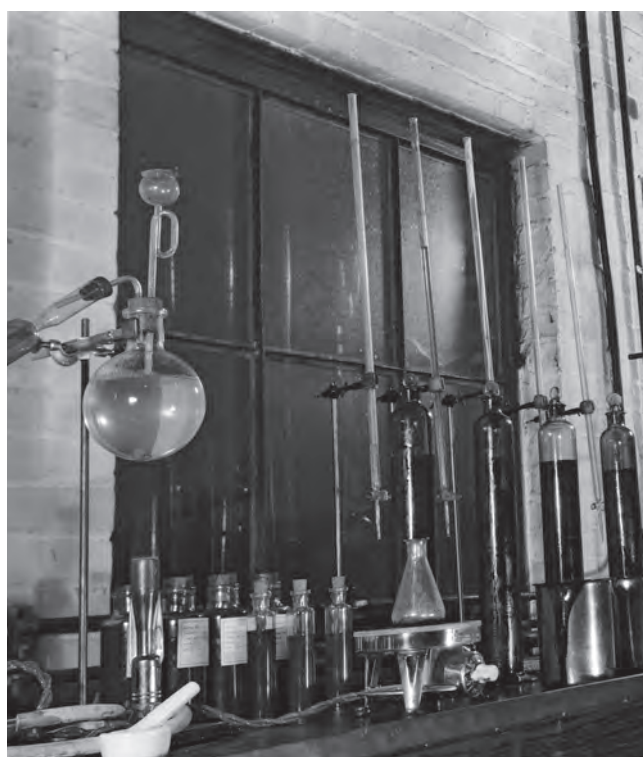
Marie and Pierre Curie (1894–1906)

Maria Skłodowska was born in Warsaw in 1867. She was the daughter of a secondary-school teacher. She studied in local schools and received some training in science from her father. Because women were not able to attend university in Poland in the 19th century, Maria left Poland to study at a French university in 1891. Now known by the French name Marie, she worked hard in a laboratory that was owned by Pierre Curie.



Pierre Curie was born in Paris in 1859. He received his early education at home and then joined the Faculty of Sciences at the Sorbonne. He was promoted to Professor in 1900.

Marie and Pierre Curie got married in 1895. Although poor, they were devoted to each other and their research. Their studies of radioactive substances were carried out under difficult conditions. Their laboratory facilities were hardly adequate and they had to do a lot of teaching to earn a living.



In 1898, the couple discovered the elements Polonium and Radium. They eventually won the Nobel Prize for Physics in 1903 for the discovery of radioactivity. When Pierre died in 1906, Marie honored his memory by continuing their work. In 1911, Marie Curie won another Nobel Prize, this time for chemistry. She was the first person to win the Nobel Prize twice.



Unit Goals

- | | |
|--|---|
| <p>Vocabulary
Partners, marriages, and mates
Cooperation
Symbiotic pairs</p> | <p>Listening
Listen for sequence of events</p> |
| <p>Functions
Talk about famous marriages in history
Discuss how pairs can help each other
Negotiate</p> | <p>Pronunciation
The English /r/ sound</p> |
| <p>Grammar
<i>Other, Others, and Another</i>
Emphatic <i>Do</i></p> | <p>Reading
Animal Partners</p> |
| | <p>Writing
Write an essay</p> |
| | <p>Form, Meaning and Function
Simple Present versus Present Progressive
Words Connected with Museums and Galleries</p> |

Warm Up

- With students' books closed, discuss the introductory question. Ask: **Who are some famous husbands and wives from history?** Elicit answers and write their names on the board.
- Review the list of marriages on the board. Ask: **What is each of these married couples famous for?** Call on volunteers to share what they know about each.
- Write on the board the title of the unit: **Two is better than one.** Ask students to predict what Unit 1 will be about. (famous marriages)

1 Listen and Discuss

- Ask students to open their books to pages 6 and 7. Give them a moment to scan the pages and look at the pictures. Ask: **What famous marriages are discussed on these pages?** (Anita and Giuseppe Garibaldi, and Marie and Pierre Curie) Check to see if any of these couples were named by students in the Warm Up. Find out by a show of hands how many students are unfamiliar with each married couple.

- Have students read the text and answer the second introductory question: **Do you think their marriage made it easier for them to achieve certain goals?** Discuss the answer as a class, calling on various students to give their opinions and explain their reasons.

 Play the audio for each couple on pages 6 and 7. Have students listen and read along in their books.

- To check students' understanding, pause the audio after each couple to ask a few comprehension questions. Ask questions, such as the following: (*Marie and Pierre Curie*)

Where did Marie and Pierre meet? (in a laboratory in France)

What did they discover together? (the elements polonium and radium)
(*Anita and Giuseppe Garibaldi*)

Who was Giuseppe Garibaldi? (a leader in the struggle for Italian unification and independence)

Where did he meet Anita Ribeiro? (in Brazil)

What did Giuseppe and Anita do together? (They traveled and fought in battles together.)

 Play the complete audio again. Have students listen and read along in their books.

- Point out the dates that are given in the text after each couple's names. Ask: **What do these dates refer to?** (the dates of each couple's marriage) Point out that dates in parentheses after a person's name often refer to the person's years of birth and death. This is not the case on these pages.

1 Two Is Better Than One

Quick Check

A

- Have a volunteer read aloud the exercise directions. Call on another student to read aloud the list of words in the left column. Ask students to search the texts on pages 6 and 7 for the words and underline them.
- Have students work individually to match each word to its meaning. Tell students to use the context of the word in the text to help them find the correct meaning.
- Have students compare answers in pairs.
- To check answers as a class, call on pairs to read aloud their matches.

Answers

1. c 2. e 3. b 4. f 5. d 6. a

B

- Call on a volunteer to read aloud the directions.
- Have students work in pairs to answer the questions, referring back to the text as necessary to find the answers.
- Check answers as a class by calling on pairs to read aloud the questions and answers.

Answers

Answers will vary. Sample answers:

1. Because women were not able to attend university in Poland.
2. They had to work long hours in order to earn a living and their laboratory did not have a lot of facilities.
3. The discovery of radioactivity made them famous.
4. They received a Nobel Prize for Physics in 1903 and Marie Curie won another Nobel Prize in chemistry in 1911.
5. He went to South America and fought for the independence of Uruguay. He met Anita there.
6. Yes, it was. He also met the first king of a unified Italy.



- Although the Curies were celebrated for their work with radiation, their exposure to the element did affect their health. Pierre died early in a streetcar accident, but Marie died later from aplastic anemia, caused by radiation. Her surviving papers and artifacts are radioactive and considered too dangerous to handle.

2 Pair Work

- Ask students to read the directions silently. Ask a student to explain the task to the class, helping as necessary. Emphasize that the married couples do not have to be historical; they could be modern married couples.
- Arrange students in pairs to choose married couples. Ask them to write a list of at least three reasons that explain their choice.
- Have each pair join another pair to form a small group. Then have the groups discuss each married couple and the reasons that they are a good match.
- To conclude the exercise, have each group list their matches on the board. Take a class vote on which couple seems to be the most perfect match.

Workbook

Assign page 1 for practice with the vocabulary of the unit.



Teaching Tip

MegaGoal includes many opportunities for pair and group work in each lesson. Create a system to ensure that students rotate partners in order to work with all of their classmates.



Additional Activity

As an extension to the vocabulary exercise, Quick Check A, ask students to identify the part of speech of each word. Then have them work in pairs to complete a word family chart for each word, identifying the noun, verb, adjective, and adverb forms. Have them try to complete the chart by themselves before checking their work in a dictionary. Their completed charts might look like the following:

Noun	Verb	Adjective	Adverb
devotion	devote	devoted	devotedly
exile	exile	X	X
X	flee	X	X
grief	grieve	grieving	X
legend	X	legendary	legendarily
unification	unify	unified	X



Anita and Giuseppe Garibaldi (1839–1849)

Giuseppe Garibaldi was a leader in the struggle for Italian unification and independence. When Garibaldi was exiled from Italy, he fled to South America, where he lived for 12 years and fought in another struggle for independence—this time for the independence of Uruguay from Argentina.

While in Brazil, Garibaldi married Anita Ribeiro, a young woman from Laguna, a small town in Southern Brazil. As husband and wife, the two traveled everywhere together. It was known that Anita even accompanied her husband to battles.

However, on August 4, 1849, Anita, pregnant and sick, died in Garibaldi's arms.

Garibaldi never did get over his grief at Anita's death. Over a decade later, he was still grieving, when he first went to meet the king of a unified Italy, wearing one of her scarves.

Quick Check

A. Vocabulary. Match each word to its meaning.

- | | |
|----------------------|--|
| 1. _____ devoted | a. bringing together |
| 2. _____ exiled | b. ran away |
| 3. _____ fled | c. dedicated |
| 4. _____ grieving | d. famous |
| 5. _____ legendary | e. forced to leave one's native country |
| 6. _____ unification | f. mourning |

B. Comprehension. Answer the questions about the marriages from history.

1. Why did Marie Curie leave Poland after school?
2. Why were conditions difficult for Marie and Pierre Curie?
3. Which discovery made them famous?
4. How many Nobel prizes did they win? When?
5. Where did Giuseppe Garibaldi go after he fled Italy? What happened to him there?
6. Was Garibaldi's campaign in Italy finally successful?

2 Pair Work

Discuss historically famous people with your partner. Choose a person who has changed the world for the better. Explain to your partner why you selected the person.

1 Two Is Better Than One

3 Grammar

Other, Others, and Another

Other / Others

Other can be used as an adjective before a plural noun to mean “additional” or “further.”

Many scientists feel that global warming can be reversed. **Other** scientists disagree.

Others can be used as a pronoun to mean additional or other persons or things.

Many scientists feel that global warming can be reversed. **Others** disagree.

Another

Another can be used as an adjective or a pronoun.

As an adjective, it means an alternative to something previously considered.

I know you want to go to Mexico on vacation, but I have **another** idea.

As a pronoun, it means an additional one of the same kind.

That was a good cup of coffee. I think I'll have **another**.

Whether used as an adjective or a pronoun, *another* is only used with singular nouns.

Incorrect: I think I'll have **another** beef burgers.

Note: Don't confuse *other*, *others*, and *another* with the pronouns *each other* and *one another*. Note that *each other* and *one another*, which are inseparable phrases, are used to express a mutual relationship.

My friends have deep trust in **each other**. I know that none of them could let down the others.

Emphatic Do

Do is usually used as an auxiliary in negative and question forms of the simple present and past tense.

However, the auxiliary *do* can also be used before the infinitive in affirmative sentences to add special emphasis.

I **do** enjoy his company.

He **does** like to talk.

We can also use emphatic *do* to show a contrast between expectations and reality.

A: You didn't call me yesterday. **B:** I **did** call you yesterday.

We usually get along very well, but we **do** have arguments occasionally.

Note: Emphatic *do* is strongly emphasized in speech.

A. Complete each sentence with ***other***, ***others***, or ***another***.

1. He says he is so full of beef burgers. He says he could not eat _____.
2. You can use that topic for your paper. I have a few _____ in mind for my paper.
3. They like their cats so much that they are talking about getting _____ kitten.
4. You can keep that pen. I have two or three _____ pens in my backpack.
5. There are six _____ people in line ahead of us.
6. Cover your mouth when you cough so that _____ won't catch your cold.
7. I just recovered from a cold, and already I'm getting _____ one.

3 Grammar

Other, Others, and Another

- Explain to students that these common English words often cause confusion for English learners. They are related words, but each has a different meaning.

Other / Others

- Read the explanation with the class. Write the example sentences on the board. Point out that in these sentences, *other* and *others* have a similar meaning although they function differently in the sentences.

Another

- Read the explanation with the class. Write the example sentences on the board and discuss them. For example:

I know you want to go to Mexico on vacation, but I have another idea.

Point out that in this sentence, *another idea* can be substituted with the words *a different idea*.

That was a good cup of coffee. I think I'll have another.

Point out that in the second sentence, *another* means an additional cup of coffee.

- Write additional sentences on the board and have students complete them with *other*, *others*, or *another*. For example:

I'm almost done. I just need ____ minute. (another)

He watches the news. He doesn't watch any ____ TV program. (other)

I only ate one cookie. John ate the ____. (others)

One student is from Brazil. The ____ are from Venezuela. (others)

One student is from Brazil. The ____ is from Venezuela. (other)

One student is from Brazil. ____ is from Venezuela. (Another)

- Read aloud the **Note**. Explain that the phrases *each other* and *one another* are interchangeable. They can be used in the same situations. Elicit from students additional examples using *each other* and *one another*. For example:

All of the students in the class are nice to one another. / All of the students in the class are nice to each other.

We get along so well because we understand each

other. / We get along so well because we understand one another.

Emphatic Do

- Read the explanation with the class. Ask volunteers to read aloud the examples. Make sure that they stress the emphatic *do*. Point out that the emphatic *do* is used as an auxiliary verb in these statements and changes form (*do*, *does*, *did*) as it does in negative statements and questions.

- Write the following scrambled sentences on the board. Ask two volunteers to arrange the words in order on the board to form sentences.

play / like / Ann / do / to / video games / .

(Ann does like to play video games.)

enjoy / that / we / reading / gossip column / do / .

(We do enjoy reading that gossip column.)

A

Language Builder

The emphatic *do* can also occur at the beginning of an imperative sentence. For example:

Do come in!

Do be nice to your sister!

Do do your homework tonight!

Imperatives like these are correct without the initial *do*. Adding *do* simply makes them stronger.

- Ask a volunteer to read aloud the directions.
- Have students work individually to complete the sentences.
- Have students check their answers in pairs. Then call on students to read aloud their completed sentences.

Answers

- | | | | |
|------------|------------|-----------|------------|
| 1. another | 3. another | 5. other | 7. another |
| 2. others | 4. other | 6. others | |

1 Two Is Better Than One

B

- Ask a volunteer to read aloud the directions. Focus students' attention on the photo. Ask: **How do these people feel about the new shopping mall?** (They are happy about it.) Elicit another idea that students could use as a basis for the example. For example: *Other people are upset about it.*
- Have students work individually to write a second sentence for each item. Point out that there isn't only one correct answer for each.
- Have students check their sentences in pairs. Then call on students to read aloud their sentences. Since answers may vary, call on a few students to give their answers for each.

Answers

Answers will vary. Sample answers:

1. Others do not.
2. Another thing you can do is conserve water.
3. The other has blond hair.
4. My other class is biology.
5. Another synonym is *good-looking*.
6. I need another one.
7. There are three others in front of us.
8. Another thing you should do is eat healthy foods.

C

- Ask a volunteer to read aloud the directions and the example sentence.
- Remind students that sometimes the verb in the sentence will change form. For example, write this sentence on the board: **He feels tired.** Elicit from students that the rewritten sentence would be *He does feel tired.*
- Have students work individually to rewrite each sentence, adding *do, does, or did*.
- To check answers, ask volunteers to write their new sentences on the board. Look at each sentence as a class. Do not immediately point out any errors; let students try to find and correct them first.

Answers

1. I **do** hope you get better quickly.
2. He **does** enjoy playing on his own.
3. He **does** need to find a job soon.
4. I **did** ask my friend to join us.
5. This store **does** have the best selection.
6. The teacher **did** notice you were absent.

D

- Ask a volunteer to read aloud the directions and the example sentence.
- Tell students that they should first match the sentence parts for each item. Then they should go back and rewrite the sentences, adding *do, does, or did*.
- Have students work individually to complete the activity.
- To check answers, call on volunteers to write their completed sentences on the board.

Answers

2. e I'm afraid of heights, though I **do** fly occasionally.
3. b I forgot to call my friend, but I **did** send my friend an email.
4. f I didn't have a lot of time, but I **did** manage to finish my homework.
5. a She doesn't want to go shopping, but her sister **does** want to go shopping.
6. d Although she's a bit quiet, she **does** have a great sense of humor.

Workbook

Assign pages 2–4 for practice with the grammar of the unit.



Teaching Tip

When presenting new grammar, avoid getting into detailed explanations. Try to get your students practicing and speaking as soon as possible. The best way for students to understand a new grammar point is to see and hear correct examples, and then practice it themselves.



Additional Activity

Emphasize to students that an important aspect of using the emphatic *do* is stressing it in speech. Have students practice saying aloud the sentences in exercises C and D with emphatic stress.



- Mumtaz Mahal was given this name by her husband. It means *Jewel of the Palace*. Taj Mahal means *Crown Palace*.

B. Read each sentence. Then use your own ideas to write a second sentence, using **other**, **others**, or **another**.

💡 Some people are happy about the new shopping mall.
Others are upset about it.

1. Many young people like to socialize on the Internet.
2. One thing you can do to help the environment is recycle.
3. Two of my three sisters have brown hair.
4. English isn't the only class I have on Mondays.
5. *Attractive* is one synonym for *pretty*.
6. My backpack is ripping.
7. We're not the first people in line.
8. One thing you should do for your health is exercise.

C. Rewrite each sentence, adding **do**, **does**, or **did** for emphasis.

💡 I feel tired. I **do** feel tired.

1. I hope you get better quickly.
2. That child plays quietly.
3. He needs to find a job soon.
4. I asked my friend to join us.
5. This store has the best selection.
6. The teacher noticed you were absent.

D. Match the sentence beginnings and endings. Rewrite the sentences, adding **do**, **does**, or **did** for emphasis.

💡 We don't usually watch TV, but we **do** watch that program.

- | | |
|---|---|
| 1. We don't usually watch TV, <u> c </u> | a. but her sister wants to go shopping. |
| 2. I'm afraid of heights, <u> </u> | b. but I sent my friend an email. |
| 3. I forgot to call my friend, <u> </u> | c. but we watch that program. |
| 4. I didn't have a lot of time, <u> </u> | d. she has a great sense of humor. |
| 5. She doesn't want to go shopping, <u> </u> | e. though I fly occasionally. |
| 6. Although she's a bit quiet, <u> </u> | f. but I managed to finish my homework. |



1 Two Is Better Than One

4 Conversation

Badr: I'm really excited that we're going to share an apartment to save money while we study in New York.

Adnan: I am, too. But, you know, a lot of friends end up arguing about chores. So, I was thinking it might be a good idea for us to divide up the chores before we move in.

Badr: Yeah. I do think we should discuss that. I'm sure we can work out a fair division of chores.

Adnan: Of course, we'll each clean our own room. And since there are two bathrooms, how about if I clean one and you clean the other?

Badr: That's fair. And each week we can take turns cleaning the rest of the apartment.

Adnan: Hey, do you want to do our laundry together so that only one of us has to go to the laundromat each week?

Badr: We're **on the same wavelength**. I was just going to suggest that.

Adnan: I really don't like folding the wash. If I wash the laundry, would you be willing to do the folding?

Badr: **No sweat**. And how about cooking? I don't mind cleaning, but cooking is really **not my cup of tea**. Would you do the cooking if I did the cleaning up?

Adnan: Sorry, but if there's one chore I hate, it's cooking.

Badr: Well, it looks like we're going to be eating a lot of takeout!



About the Conversation

1. What problem are Badr and Adnan trying to avoid?
2. How do Badr and Adnan divide up the chores?
3. What chore does neither of them want to do? What solution does Badr offer?

Your Turn

Role-play with a partner. Pretend that you are dividing up responsibilities for something you are doing together, such as working on a school project. Figure out a list of tasks, and then discuss who will be responsible for each task. Use the phrases for negotiating.

Real Talk

on the same wavelength = thinking the same thing

No sweat. = No problem.

not my cup of tea = a polite way to say you don't like something

Negotiating

How about if I...and you...?

I think it would be fair if...

I'm sure we can work this out.

OK, I'll agree to...if you will...

Would you (be willing to)...if I...?

4 Conversation

- Direct students' attention to the photo. Ask: **What are the boys doing?** Elicit that they are cooking.
-  Play the audio. Tell students to listen with their books closed.
- To check comprehension, ask: **What is the relationship of the boys?** (They are going to share an apartment while they study.)
-  Play the audio again. Have students listen and read along in their books.

Real Talk

- Draw students' attention to the Real Talk box. Point out that the words in this box are highlighted in blue in the Conversation. Explain that these are usually idiomatic or slang words and expressions that students may not be able to find in their dictionaries. They are defined here. Model the phrases for students to repeat.
- Ask: **Who says "on the same wavelength"?** (Badr says this, meaning that he agrees about doing laundry together.) Give another example of this phrase. For example, say: **My husband and I were not on the same wavelength last Saturday. He wanted to stay home and watch a film, but I wanted to go out shopping.** Ask: **Who is someone that you are usually on the same wavelength with?** Elicit answers from a few volunteers.
- Ask: **Who says "No sweat"?** (Badr says this, meaning that he doesn't mind doing the folding at all.) Explain that this phrase is also very informal and would usually be said among friends. Students would not use this expression with a teacher or someone else they speak to with respect.
- Ask: **Who says "not my cup of tea"?** (Badr says this, meaning that he doesn't like to cook and probably is not very good at it.) Give an example of something that is not your cup of tea. For example: **Gardening is not my cup of tea. The flowers that I plant never grow.** Ask a few students to say something that is not their cup of tea.
- If necessary, explain that takeout is food that is ordered at a restaurant and eaten at home.
- Have students practice the conversation with a partner. Then they switch roles and practice again.

About the Conversation

- Have students work in pairs to answer the questions, referring back to the conversation to find the answers.
- Check answers by calling on pairs to read aloud the questions and answers.

Answers

1. They don't want to argue about chores.
2. They will both clean their own rooms. They will each clean a bathroom. They will take turns cleaning the rest of the apartment. Adnan will wash the laundry and Badr will fold it.
3. Neither of them wants to cook. Badr suggests they order takeout food often.

Your Turn

- Call on a student to read the directions aloud.
- Direct students' attention to the box of phrases for *Negotiating*. Ask: **Which phrases in the box were used in the Conversation? Who says them?** (Badr says *I'm sure we can work out a fair division of chores*. Adnan says *...how about if I clean one and you clean the other?* Adnan asks *If I wash the laundry, would you be willing to do the folding?* Badr asks *Would you do the cooking if I did the cleaning up?*)
- Arrange students in pairs to do the role play. Tell them that first they should decide what they are doing together. Elicit a few additional ideas, such as planning and cooking a meal or working on a project.
- Have students write down the list of tasks involved and then discuss the list, negotiating who will do each task.
- Make sure that students understand that this is speaking practice, and they do not have to write the conversation down.
- Call on a few pairs to act out their role plays for the class.

1 Two Is Better Than One

5 Listening

- Ask students If they know who Dr. Abdullah Al-Rabeeah is. Call on a volunteer to give some information.
 - Have a student read aloud the directions and list of events. Tell students that they will listen in order to number the events in the correct order.
-  Play the audio as students just listen.
-  Play the audio again for students to number the events in the correct order.
-  Play the audio a third time for students to check their answers.

Answers

- 1 He realizes he wants to become a doctor.
- 2 He graduates from King Saud University.
- 3 He gets his Master's in Pediatric Surgery.
- 4 He is a member of the Canadian Board of Pediatric Surgeons.
- 5 He is assistant professor at King Saud University.
- 6 He becomes Executive Director of Health Affairs at the National Guard.
- 7 He is appointed Minister of Health.
- 8 He and his team perform surgery on Polish twins.
- 9 He is honored by the Polish community.

Audioscript

Dr. Abdullah Al-Rabeeah is highly respected in the medical field for his contribution to pediatric surgery and his expertise in separating conjoined twins. The work of Dr. Rabeeah and his team of medical specialists has enriched the lives of many children and their families around the world.

Abdullah Al-Rabeeah was born in Saudi Arabia. From a young age he knew that he wanted to help others and chose medicine as his career. He proved to be an excellent student and, by the age of 25, he had received a Bachelor of Medicine and a Bachelor of Surgery from King Saud University in Riyadh. He continued his studies in Alberta, Canada, where he was awarded a Master's in Pediatric Surgery in 1985 and became a member of the Canadian Board of Pediatric Surgeons in 1987.

Dr. Rabeeah soon returned to Saudi Arabia and became an assistant professor of pediatric surgery at King Saud University and a pediatric surgery consultant at several hospitals in the Kingdom. From 2005 to 2009, he held the position of Executive Director General of Health Affairs at the National Guard, and in February 2009, he was appointed Minister of Health.

In January 2005, Dr. Rabeeah and his team made medical history by separating a pair of conjoined twins after 15 hours of surgery. This was the 9th successful operation of its kind performed at the Health Affairs at the National Guard, Medical City in Riyadh. The

twins' mother, from Poland, had heard of the excellent facilities there and requested help for her daughters. The 14-month-old girls were brought to the Kingdom after Crown Prince Abdullah generously agreed to the operation.

When the two girls finally came out of the operation theater, the relieved mother told reporters, "The day of separation of the twins is the happiest event in my life." In February, the Polish Ambassador held a special reception to honor Dr. Rabeeah and his team for their outstanding achievement.

This operation and others since prove that humanitarian assistance and medical care have no geographical borders.

6 Pronunciation

-  Play the audio. Have students listen and read along in their books.
-  Play the audio again. Have students listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

Answers

1. e 2. a 3. b 4. d 5. c

B

- Have students compare answers with a partner.

Workbook

Assign page 5 for additional reading practice.



Teaching Tip

Even at an advanced level, students may need pronunciation practice. Assess the sounds students have trouble with and incorporate pronunciation exercises to practice them.



Additional Activity

To give students additional practice with the English /r/ sound, write these tongue twisters on the board for students to practice:

Round the rugged rock, the ragged rascal ran.

Four furry gorillas ran after a butterfly.

5 Listening

Listen to a summary about Dr. Abdullah Al-Rabeeah, a famous pediatric surgeon. Then number his achievements in the correct order / in chronological order.

- ___ He and his team perform surgery on Polish twins.
- ___ He becomes Executive Director of Health Affairs at the National Guard.
- ___ He realizes he wants to become a doctor.
- ___ He graduates from King Saud University.
- ___ He is assistant professor at King Saud University.
- ___ He gets his Master's in Pediatric Surgery.
- ___ He is honored by the Polish community.
- ___ He is appointed Minister of Health.
- ___ He is a member of the Canadian Board of Pediatric Surgeons.
- ___ He is appointed as a consultant in the Royal Court.



6 Pronunciation

While most languages have the /r/ sound, it is pronounced differently in different languages. Listen and practice the English /r/ sound in these sentences.

1. Dr. Rabeeah is respected for his contribution to pediatric surgery.
2. They have enriched the lives of children around the world.
3. He received a Bachelor's of Surgery from King Saud University in Riyadh.
4. After the operation, the mother was relieved.
5. The Ambassador held a reception to honor Dr. Rabeeah.

7 Vocabulary Building

A. You will see these words in the reading on pages 12 and 13. Match the words with their meanings.

- | | |
|--------------------|--|
| 1. ___compensate | a. ways in which something lacks what it needs |
| 2. ___deficiencies | b. causing great fear |
| 3. ___fearsome | c. animals that live by hunting others |
| 4. ___invaluable | d. extremely valuable; priceless |
| 5. ___predators | e. to overcome a weakness with a strength |

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

1 Two Is Better Than One

8 Reading

Before Reading

Do you think animals ever form partnerships to help one another? Explain.

ANIMAL PARTNERS

For animals in the wild, each day is a struggle to survive. They must continually search for food, while at the same time keeping themselves safe from predators. Some animals have learned that teaming up with another animal makes the struggle to find food, shelter, and safety a bit easier. This kind of special relationship in which animals depend upon and benefit from one another is called *symbiosis*.

One of the most visually surprising examples of symbiosis occurs between the fearsome African crocodile and the small plover bird. When a plover is nearby, a crocodile will open its long, sharp-toothed jaws to invite it inside. You might assume that the plover would quickly reject this invitation and fly off. Yet surprisingly, the plover does hop inside. Perhaps even

more amazingly, the crocodile, normally known for its aggression, does not snap its mouth shut and have the plover for a snack. Instead, it remains still, not closing its mouth until the plover leaves. How can this strange behavior be explained? The answer is symbiosis. The plover picks out all the small pieces of meat stuck between the crocodile's teeth. In doing so, it cleans the crocodile's teeth, which prevents it from getting infections. Because the crocodile can not clean its own teeth, it depends on the plover to perform this service. In return, the crocodile provides an easy meal for the plover.



In some cases of symbiosis, like the crocodile and the plover, each animal in the pair benefits from their relationship in a different way. However, in other cases, the animals share a common goal. This is true of the honeyguide bird and the ratel, a furry creature with short legs and long claws. Both these animals live on grasslands in Africa and have an appetite for honey. As its name suggests, the honeyguide has a special ability for locating beehives. However, this small bird cannot open a beehive to get at the honey. To accomplish this, it teams up with the ratel. Ratels are a perfect match for the honeyguide as they love honey, are large enough to crack open a hive, but have no ability to

find hives themselves. The honeyguide flies over grasslands looking for a hive. When it does spot a hive, it swoops down and makes a noise to alert the ratel. The ratel uses its claws to tear open the hive. After eating its fill, the ratel invites the honeyguide to finish the leftovers.



Another two animals that team up to compensate for their own weaknesses are the zebra and the ostrich. These two animals often travel together. This is no surprise since they are a perfect match. While the giant, flightless ostrich has poor senses of both smell and hearing, the zebra has acute senses of smell and hearing. On the other hand, the zebra has terrible eyesight, while the ostrich has excellent eyesight, enhanced by its long neck which enables the ostrich to see far into

the distance. In this way, each makes up for the other's deficiencies. As a result, the animals are far safer together than they would be apart. Ostriches can see predators, such as lions, far in the distance, while zebras can smell or hear others as they approach.

Birds and land animals aren't the only ones that work in symbiotic pairs. Some sea animals, like the clownfish and the sea anemone, do as well. Sea anemones, which look like plants, are actually dangerous animals with poisonous

8 Reading

- With students' books closed, write the title of the reading on the board: **Animal Partners**. Then ask the **Before Reading** question: **Do you think animals ever form partnerships to help one another?** Discuss this question as a class and elicit examples of animal partners from students. Students may have studied this in science.
- Have students open their books to pages 12 and 13 and look at the photos. Ask: **What animal partners do you think this reading will discuss?** (From the photos, students can guess the zebra and the ostrich and the clownfish and the anemone. They may not know which animals partner with the crocodile and the ratel, or honeybadger.
-  Play the audio for the entire reading. Have students listen with their books closed.
-  Play the audio again. This time, have students listen and follow along in their books.

READING STRATEGY Outlining

- Tell students that creating an outline of a reading is a helpful way to break down information in a scientific text. This is a useful study tool when reading text for information. It is also helpful as a tool to review the information later. Make copies of the structure of an outline, or draw the structure on the board. Work as a class to fill in the first section, based on the reading. Ask students to work individually, or with a partner to complete the rest of the outline. The sample outline below is completed for reference.

Animal Partners

I. Symbiosis

- A. Symbiosis is a special relationship in which animals depend on and benefit from one another.

II. The African crocodile and the plover bird

- A. The plover picks food out of the crocodile's mouth, preventing infection.
- B. The crocodile gives the plover an easy meal.

III. The honeyguide bird and the ratel

- A. The honeyguide locates the beehive.
- B. The ratel tears open the hive to get the honey.

IV. The ostrich and the zebra

- A. The ostrich has good eyesight and can spot predators in the distance.
- B. The zebra has good senses of smell and hearing for locating predators.

V. The clownfish and the anemone

- A. The clownfish attracts prey into the anemone and cleans up scraps of food.
- B. The anemone provides a safe home and food for the clownfish.

- For additional vocabulary practice, have students refer back to the Vocabulary Building exercise on page 11. Have students find and underline the words in the text. Note that the word *predators* appears three times in the text.
- Call on students to explain in their own words how each word is used in the context of the reading. For example:

The zebra and the ostrich team up to *compensate* for their own weaknesses.

The ostrich and the zebra make up for each other's *deficiencies*.

The African crocodile is a *fearsome* animal.

The benefits that symbiotic partners provide to each other are *invaluable*.

Animals work to keep themselves safe from *predators*. / Ostriches can see *predators* from far away while zebras can smell them. / *Predators* of the clownfish stay away from the anemone's tentacles.

1 Two Is Better Than One

After Reading

- Have students work in pairs to answer the questions, referring back to the text as necessary to find the answers.
- Call on pairs to read aloud the questions and answers.

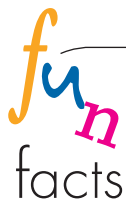
Answers

Answers will vary. Sample answers:

1. Symbiosis is a relationship in which two animals depend upon and benefit from one another.
2. The plover cleans the crocodile's teeth, which prevents infection and provides a meal for the plover.
3. The honeyguide bird and the ratel help each other get honey. The honeyguide bird finds the hive, and the ratel tears it open.
4. The zebra has bad eyesight, but good senses of smell and hearing. The ostrich has poor senses of smell and hearing, but good eyesight.
5. The anemone provides a safe home for the clownfish and leftover food. The clownfish attracts prey to the anemone, cleans up food scraps and dead tentacles, and chases away fish that eat the anemone.

9 Speaking

- Arrange students in pairs to discuss the question.
- Each student should answer and explain what friends can offer each other.
- Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their ideas about the question.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.



The ancient Egyptians trained ostriches to pull carts. However, the ostriches got tired quickly and often sat down, refusing to go any farther.

Workbook

Assign pages 6-7 for additional writing practice at word and sentence level.



Additional Activity

Make pattern puzzles with the outlines of the reading. Arrange students in groups. Have them choose an outline that one of the group members created. Have them cut up the outline into strips and mix them up. The groups exchange strips and organize the strips of paper back into a correctly ordered outline.



Project: Trivia Game

Have students work in groups to research other symbiotic relationships in nature. Have each group create a Venn diagram that explains what characteristics each animal has that helps the pair work together. Have groups prepare a poster including pictures or illustrations, and present their research to the class.



tentacles. Most fish stay away from anemones to avoid being stung. However, the clownfish makes its home among the sea anemones. It does not get stung because its body is protected by a special coating. Living among the deadly tentacles of an anemone has a clear advantage—most predators stay away! Another benefit for the clownfish is that it is able to eat the anemone's leftover bits of food. But what is the advantage to the anemone? There are several. First, the brightly colored clownfish attracts predators. When the clownfish swims under the anemone's tentacles to safety, if the predator follows, the anemone has the chance to sting and eat it. Other services the clownfish performs are cleaning up food scraps and dead anemone tentacles, and chasing away fish that might eat the anemone.

While many symbiotic pairs may at first look like odd partners, the benefits they provide one another are invaluable, and may make the difference between life and death. In fact, it is often these animals' very differences that make them perfect partners.

After Reading

Answer the questions.

1. Explain the meaning of symbiosis.
2. In what way do the African crocodile and the plover have a symbiotic relationship?
3. Give an example of a case of symbiosis in which each animal has the same goal.
4. Name two animals that make up for each other's deficiencies. How do they do this?
5. What benefits do the clownfish and anemone offer each other?

9 Speaking

1. Work in pairs/groups. Think about your relationship with a good friend. What can you offer each other?
2. Complete the chart with your notes and use them to discuss in class.

What can you offer your friend?	How does it help your friend?	What can your friend offer you?	How does it help you?

10 Writing

- A. 1. Do you think it is necessary for people to share the same characteristics in order to get along well with each other? Why? Why not?
2. Read the text and find out.
- Who are the people involved?
 - What kind of people are they? Underline words that provide information about each one.
 - In your view, what are the characteristics that they share?
 - What do you think might have happened if they both shared exactly the same characteristics and attitude to life?
 - a. if they were both like the grandfather
 - b. if they were both like the grandmother
 - Why did the writer choose to describe the particular incident? What do you think it portrays?



There is a memory that always makes me smile with contentment and admiration, and that is the memory of my maternal grandparents.

My grandfather was a dedicated

lawyer whose moral fiber prevented him from taking advantage of circumstances to make a profit! He was highly respected in Turkish courts and had the reputation of being the most honest law specialist. He was genuinely interested in people, history, law, and philosophy and was always reading when he was at home. He was the calmest, most serene person I have ever met. He never raised his voice, never lost his temper, and had a special ability to always rationalize things ever so smoothly that the worst calamity seemed like a slight twitch. Nothing could make him lose his sense and aura of peace.

Grandmother, on the other hand, was the exact opposite. She used to get all worked up about things and flustered over minor irregularities. She had to

have everything planned just so and still worried about things that could go wrong. She wanted everything to be perfect, sometimes to an extreme. Once, when she had gotten into her cleanliness frenzy, she called someone in and got rid of genuine antique furniture that grandfather had painstakingly collected over a number of years and arranged in this perfect replica of a drawing room. There were fine, elegant chairs with brocade upholstery on the seats and beautiful tables, not to mention some exquisite mirrors. Grandmother had gotten it into her head that it was all useless because it collected too much dust and decided to sell it off to the first bidder for next to nothing.

When grandfather came home, he opened the door to the little drawing room to admire his creation and found an empty shell. He asked grandmother where everything was, and she very naturally informed him that she'd gotten rid of it because it was a dust magnet. All he did was chuckle, and then sat down at the table to have his lunch!

This incident pretty much rounds up the amazing symbiosis between these two wonderful people. In spite of their different characteristics, they obviously complemented each other in a way that only they could fully appreciate!

3. Read the text again and find out.
- What is the topic of each paragraph? (What or who is the paragraph about?)
 - Are all paragraphs about the same length? Why? Why not?
 - What words/phrases describe the qualities of each person? Can you think of more?
 - Which qualities are demonstrated through the incident?

10 Writing

A

- Direct students to the photo and elicit what they see. Ask questions like these to help them:

What kind of furniture can you see in the photo?

Who do you think it belongs to?

Do you know anyone who might like/have this kind of room?

- Organize students in groups. Read the directions for task 1. Give the groups some time, 5 to 10 minutes to discuss the question. Circulate and monitor participation.
- Call on groups to report their ideas for the class. Ask students to find out how many students in class think it is necessary for people to share the same characteristics in order to get along and how many don't think it's necessary. Encourage them to move round and ask students in different groups.
- Read task 2 with the class. Play the audio and ask students to listen and follow in the text. Have them highlight as many words as they can that provide clues about each person or other information.
- Ask students to read the text silently and confirm or find answers to the rest of the questions in task 2. Have them compare answers with the rest of group. Remind them to make notes or assign the task to one or two members of the group, so they have a record when they report in class.
- Discuss the answers to the questions in class. Allow time for students to discuss their views on the last two bullet points. Hold a class discussion.

Answers:

- The writer's maternal grandparents.
- Grandfather: dedicated lawyer, moral fiber, highly respected, the most honest law specialist, genuinely interested in people, history, law and philosophy, calmest, most serene person, never raised his voice, never lost his temper, special ability to rationalize things smoothly (worst calamity reduced to a light twitch), sense of aura and peace.
- Grandmother: get all worked up and flustered over minor irregularities, everything planned just so, worried about things that could go wrong, wanted everything perfect/to an extreme, cleanliness frenzy
- They don't seem to share much aside from the fact that they complement each other / answers will vary
- Answers will vary/ possible sample answers
 - a. if they were both like the grandfather, they would probably forget to take care of practicalities and day to day issues

b. if they were like the grandmother, they would probably end up annoying each other and causing a lot of stress

- Answers will vary/ possible sample answer
- The writer chose to portray this incident because it provides a perfect example of symbiosis and a sense of priorities that is led by feelings and primary concern for the other person rather than material possessions.
- Call on a student to read directions for task 3. Stop and explain/ make sure students understand what is required. Elicit and provide an answer for each question/point for the class.
- Organize students in small groups or pairs and give them time to work on the questions. Remind them to make notes.
- Have students work in small groups to identify the main features of the text. Remind them to assign responsibilities to different members of the group and make sure one student in each group is responsible for taking notes that the group can use to present their answers. Circulate and monitor participation. Help when necessary.

Answers:

- **Paragraph 1:** Introduce theme/topic/focus: grandparents (There is)
- **Paragraph 2:** grandfather (My grandfather)
- **Paragraph 3:** grandmother / tendencies and impulsive actions (Grandmother)
- **Paragraph 4:** grandfather's reaction (When grandfather)
- **Paragraph 5:** Conclusion/ writer's point of view (This incident)
- Not all paragraphs are the same length because each paragraph serves to focus on a particular topic /purpose that can be catered for through more or less in terms of length/ words/ sentences. So the length will vary depending on amount of information, focus and intended effect. Sometimes a very brief statement can imply more than a whole page.
- See answer to 2 above with highlighted words and phrases
- Understanding, empathy, humor, lack of conflict, symbiotic attitude, caring.
- Call on volunteers to present their answers to the class.



Additional Activity

Have students highlight the first word of each paragraph and anticipate what the paragraph is going to be about (topic/ theme). Allow them to read the next couple of words only. Depending on the style of the text and the way information is structured, this can help them identify theme, read more effectively and raise awareness in terms of writing their own texts.

1 Two Is Better Than One

B

- Tell students that they are going to write a descriptive essay about friends and friendship. Ask them to think of people they know who are good friends.
- Read directions 1 and 2 with the class.
- Draw a Venn diagram on the board. Elicit examples of people who are good friends from the students and write the characteristics in the diagram to demonstrate how the students need to use the diagram.
- Organize students in pairs and direct them to the diagram in their books. Ask them to copy the diagram in their notebooks if they need more space to make notes. Have them brainstorm and make notes on the qualities/characteristics of each person. Point out that the features they have in common can be placed in the centre where circles overlap.
- Call on pairs to present their ideas for the class. Have the rest of the class listen and add to their notes or comment. Point out that each pair or student will be writing about different people.
- Direct students to the Writing Corner. Read the first point with the class and ask them to think about the people they have chosen and suggest examples.
- Tell students that they are expected to express their personal feelings and views about the people. Point out the expressions listed in the fourth bullet and encourage them to use such expressions to state their own thoughts and opinions.
- Remind students to note-take, plan and use linking devices to indicate similarity, contrast, consequence etc. Ask them to find examples in the texts they have already read in the unit. Let them work in pairs or groups.
- Call on volunteers to report and check the examples in class.
Examples: Grandmother, on the other hand, was .../
In spite of their differences ...
- Have students discuss the meaning of each example, e.g. to emphasize, to add to, to contrast, to provide another option, to present a similarity, to present a difference etc.
- Have students read the opening lines of the model text about Rosa and Miriam and work in groups to think of an alternative opening for the essay, and make notes.
- After several minutes, call on one student from each group to present their idea for the class. Tell students to listen carefully as each group presents, and then ask

them to compare their answers.

- Explain to students that they are going to write a first draft using their notes which will be commented on and edited before re-drafting. Remind them that in real life there are usually multiple drafts.
- Have students write individually using their notes. Then ask them to exchange and comment on/correct each other's essays.
- Give them some time to rewrite their essays. Call on some students to read their essays in class. Then circulate the rest of the essays in class so that students read as many essays as possible. Encourage them to make a note of anything they find interesting, for example a word or phrase, an expression and so on.



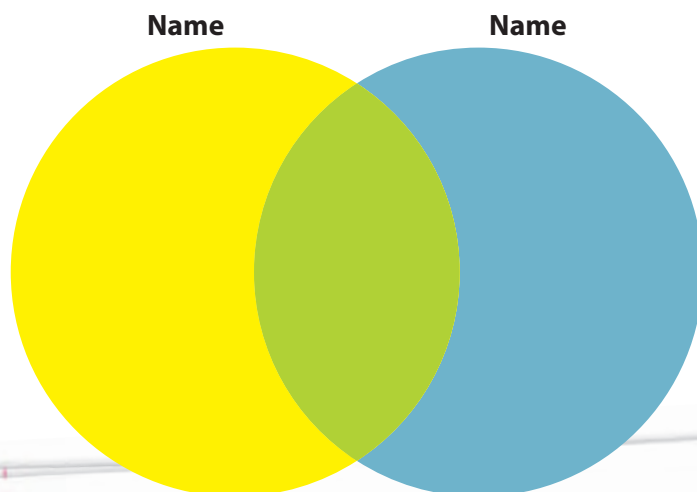
Additional Activity

Divide the class into two teams, one in favor of differences between people as a basis for a complementary relationship and one against differences. Give the groups time to prepare their arguments before you begin.

Workbook

Assign page 8 for additional writing practice above word and sentence level.

- B.** 1. Think about two people you know who are good friends.
2. Using a Venn diagram, write the qualities you feel each person has. In the overlapping portion of the diagram, write the qualities/characteristics that they share.
3. Write a short essay about the two friends, explaining how they complement each other.



Rosa and Miriam: A Perfect Friendship

My sister Rosa and her best friend Miriam have been friends since elementary school. They always seem to be together, and others joke that they are twins. However, their personalities are quite different...

Writing Corner

When you write a descriptive essay about people's qualities/characteristics:

- think about their positive and negative qualities, their needs and the things they offer, their attitude to life, typical incidents, etc.
- express your personal feelings/views about the people.
- do not simply write a list of adjectives.
- vary the way you express thoughts, memories, and feelings; use expressions like these: *I think he/she is..., I have always felt that..., I regard him/her as..., He/She seems to..., He/She tends to..., Anytime I think of..., I have never..., He/She is the most (adjective) person I have ever known/met, etc.*
- use linking devices that indicate similarity and contrast, cause and effect, consequence, reason, etc.; use a variety of expressions and words like these: *due to this..., although..., in spite of..., while..., compared to..., because of..., as a result, both, etc.*
- plan your essay carefully by deciding what/who you are going to focus on in different sections/paragraphs.
- write a first draft, then read it and make corrections or write questions about things you are not sure about.
- hand over the draft to someone else to read and edit; encourage him/her to write comments and questions.
- read the comments and edit your essay.

1 Two Is Better Than One

11 Form, Meaning and Function



Simple Present Tense

Use the simple present tense for facts and things that are true in general.

For animals in the wild, each day **is** a struggle to survive.

Use the simple present tense to talk about future timetables or schedules.

My flight from Dubai to Bahrain **leaves** at 08:10 tomorrow. I then **fly** to Saudi Arabia and **arrive** in Riyadh at eleven o'clock.

Use the present simple with exclamations with **Here...!** and **There...!**:

Q: Can I have the check, please?

A: Of course, Sir. **Here you are!**

Q: Dad, can I borrow your cell phone, please?

A: I suppose so. **Here you go!**

Q: Where are my glasses?

A: Ah! **There they are!**

Q: Where is Nathalie?

A: **Here she comes!**



Simple Present versus Present Progressive

Use the simple present tense to talk about habits and routine, and use the present progressive for actions occurring now or for a temporary situation.

Badr usually **eats** takeout, but today he **is cooking** dinner.

Use the present progressive for changing or developing situations.

More and more students **are sharing** apartments to save money while they study.

Use the present progressive with *always*, *continually*, *constantly* to describe an ongoing annoying situation or habit.

He **is always asking** his brother to lend him money.

Note: Some verbs are not often used in the progressive form: *believe*, *think* (opinion), *know*, *remember*, *like*, *hate*, *want*, *prefer*, *see*, *hear*, *feel*, *seem*, *appear*, *have*, *belong*, *own*.

- A.** Read the telephone conversation between Badr and his brother, Fahad. Complete the conversation with the correct form of the word in the parentheses. Use the simple present or present progressive.

Fahad: Hi Badr. How are (1. be) things in New York?

Badr: To tell you the truth, Fahad, not so good. It's my flatmate, Adnan. I was really excited about us sharing a flat but _____ (2. not/do) any chores. One bathroom _____ (3. be) spotless because I _____ (4. clean) it but the other one is very dirty. The rest of the apartment is very untidy. He _____ always _____ (5. leave) his dirty dishes around the flat. I _____ constantly _____ (6. clean up). We agreed to take it in turns to do the laundry but he is always busy. I _____ (7. do) the laundry every week. Also, about the cooking ...

- B.** Complete the conversation with your own ideas. Compare with a partner.



11 Form, Meaning and Function

Simple Present Tense

- Write the following sentences on the board and ask students to complete the information with an appropriate verb:
Ahmed and Ali _____ twins. Ahmed _____ fifteen years old and so _____ Ali. They _____ to the same school but they _____ in the same class.
- Have students fill in the blanks. If they need help with the verbs, write the following on the board: is (twice) / go/ are / aren't
- Go over the material in the presentation. Explain that we use the simple present to talk about things that are true in general and scheduled events (or future timetables). For example,
*On Mondays, Ahmed has math but Ali has English.
On Tuesdays, the twins play football after school.*

Language Builder

Explain the spelling rules for adding -s or -es to simple present verbs used with *he, she, and it*.

- For verbs ending in s, x, z, ch, and sh: add -es (relaxes).
- For verbs do and go: add -es (does, goes).
- For verbs ending in a consonant + y: change the y to i and add -es (studies).
- For verbs ending in a vowel + y: add -s (enjoys).
- For all other verbs: add -s (designs, organizes).

Simple Present versus Present Progressive

- Go over the material in the presentation for the present progressive used for an action that is happening now. Have students say things that they are doing right now. Model a few possibilities. For example: *I'm standing at the front of the room. I'm speaking English.*
- Refer students to the note at the bottom of the chart and remind them about the verbs not usually used in the progressive form.

A

- Ask students to read through the conversation and ask: *Why is Badr feeling unhappy?*
- Tell students to complete the exercise alone and then compare their answers in pairs.

Answers

- | | |
|---------------|--------------------------------|
| 1. are | 5. is (always) leaving |
| 2. doesn't do | 6. am (constantly) cleaning up |
| 3. is | 7. do |
| 4. clean | |

B

- Brainstorm some other complaints that Badr might have and write students' ideas on the board. Ask: *How do you think Fahad will react?*
- Tell students to write four or five more lines and then compare their ideas with a partner.
- Call on volunteers to read out their conversations.

Answers

Students' own answers.

Language Builder

We often use frequency expressions with the present simple tense, such as: *always, usually, often, rarely, never, every day, once a month, on weekends.*

We use the present progressive to talk about temporary actions that are happening now. We often use time expressions such as: *right now, now, at the moment.*

1 Two Is Better Than One

Words Connected with Museums and Galleries

- Write the following words on the board: *dinosaur, skeleton, rocks, fossils*. Ask students: *Where would you find these objects on display?* (Natural Science Museum)
- Ask students what other things they can see at museums and list them on the board in groups. Ask students to identify what kind of museum they can view each group of objects. For example, Museum of Science and Technology, National History Museum and so on.
- Refer students to the vocabulary chart in the presentation in the Student Book. Ask students to work in pairs and add more words to each grouping.

Expressing Enthusiasm with Intensifiers and Adjectives

- Explain to students that we use adverbs like *very, quite, really* and *extremely* to make adjectives stronger. These adverbs are normally placed before the adjective. For example,
Science is very interesting.
History is a really interesting subject.
The story is quite fascinating.
- Point out that when there is a singular noun, *quite* goes before the article *a/an* or *the*. For example,
It is quite a fascinating story.
- Go through the material in the book and ask students to read aloud the example lists. Call on volunteers to form example sentences of their own.



- Tell students to look at the information notice and to read the prompts 1—6.
- Explain that they should first locate the answer in the information notice. Then they should use the information to write full sentences in their notebooks.
- Students check their answers with a partner. Call on volunteers to read out their answers.

Answers

Answers will vary. Sample answers.

1. Visiting times for families are Sunday, Monday, Wednesday and Friday from half past three in the afternoon until half past nine in the evening.
2. Women can visit the museum on Tuesday mornings from nine until three p.m.

3. The museum is open for school groups from Sunday through Thursday.
4. The museum is free for students.
5. A ticket for an adult costs SR10.
6. The museum exhibits historical manuscripts.



- Open a class discussion about well-known museums or galleries in your city or country by displaying website pages or brochures. Prompts to get a discussion going could be: *What kind of museum do you like to go to and why? Which museums have you visited? What did you see? What did you think of the museum?*
- Tell students to make some notes and then put them into pairs and set a time limit for a discussion.
- Call on volunteers to report to the class on their discussion.

Answers

Students' own answers.

Workbook

Assign pages 9-10 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Limit the amount of time that you talk in the classroom. At advanced levels, students should be doing most of the talking. Allow students to lead class discussions as much as possible

Words Connected with Museums and Galleries

Some words we commonly associate with different types of museums and galleries are:

Archaeological	Technological	National
history culture antiques pottery jewelry exhibitions ruins	space robots science seminars 3-D digital cinema showing scientific documentaries educational books	antiques manuscripts documents state-of-the-art informative exhibits interactive displays

Expressing Enthusiasm with Intensifiers and Adjectives

We use the intensifiers *really*, *very*, *absolutely* and *quite* with adjectives to express our enthusiasm with something. There are two kinds of adjectives: gradable and non-gradable. Gradable adjectives can be measured in degrees, such as size, age, quality etc. Non-gradable adjectives cannot be measured like this. We use certain intensifiers with each group of adjectives.

Gradable Adjectives		Non-Gradable Adjectives	
very	expensive		priceless
really	old		ancient
extremely	beautiful		stunning
	important	absolutely	crucial
	good	really	amazing
	interesting	quite	fascinating
	frightening		terrifying
	small		tiny
	big		massive

Note: The intensifier *really* can be used with both gradable and non-gradable adjectives.

- C.** Look at the information about the National Museum of Saudi Arabia. Write sentences using the prompts. Use the present simple tense.

Address:	Street King Saud Rd, Riyadh
Prices:	adult/child/student SR10/free/free
Opening hours:	men & schools 9am-noon Sun, Mon, Wed, Thu & 3.30-9.30pm Tue, women & schools 9am-noon Tue, families 3.30-9.30pm Sun, Mon & Wed-Fri
Exhibits:	manuscripts, documents, antiques

- visiting times for families _____
- visiting times for women _____
- visiting times for school groups _____
- ticket cost for students _____
- ticket cost for adult _____
- exhibits and attractions _____

- D.** Make some notes about your favorite museum or gallery. Work with a partner and using your notes, tell your partner about it. Use the present simple tense, intensifiers and adjectives.

1 Two Is Better Than One

12 Project

1. Find out how members of a certain team in your country share a symbiotic relationship and depend on each other to reach a shared goal.
 - Note that some people offer a service and have clients pay for that service, for example a store owner and a customer. This is NOT a symbiotic relationship. A symbiotic relationship is when two or more individuals depend on each other, such as teams. There are teams in sports, business, medicine, etc.
2. Write the information in the chart below and use it to make a PowerPoint presentation for your class.
3. Try to find appropriate pictures for your presentation.
4. Present in class. Allow at least 5 minutes for questions afterward.



Team or group	
Field (business, sports, education, family, etc.)	
Members of team/group	
Role/contribution of each member	
Benefit for other member(s) of the team	

12 Project

- Direct students to the photos at the top of the page and ask them to discuss what they see in pairs. Call on volunteers to report their ideas for the class.
- Read directions for task 1 with the class. Ask students to discuss options for teams whose members share a symbiotic relationship. Direct students to the note. Elicit other areas of business, science, the arts etc. that foster the development and function of symbiosis.
- Organize students in groups and give them time to discuss and decide the type of team or group that they would like to research and present. Tell them to think of their audience, i.e. the rest of the class as they decide. Their presentation needs to be addressed to their audience in terms of content and manner, so choosing to present a group or team that their classmates are not likely to find interesting is not a good idea as it will make the task even more demanding. Remind students to make notes as they discuss.
- Call on students from different groups to report their group ideas, comments and suggestions. Write the group suggestions/choices on the board.
- Have students brainstorm on the group or team. Ask questions like these:
Who are they? What do they do? How is the team/ group formed?
What kind of roles/tasks need to be catered for?
What kind of skills are necessary?
How do different team/ group members contribute to the performance of the team/ group?
Are they popular? Why? Why not?
How much do people know about them? What are they likely to want to know?
- Direct students to questions 2 and 3, study the chart and have them discuss in their groups. Allow groups time to gather information from each other and make notes in the chart.
- Remind them to assign roles/responsibilities to individuals in the group depending on their skills and abilities, including note-taking. Circulate and monitor participation. Tell them to analyze the duties/roles of the team or group that they have chosen to work on.
- Have students outline the stages that they will have to go through to prepare a Power Point presentation.
- Give them some time to plan and assign tasks to members of the group.

- Set a time limit for each presentation and remind learners to rehearse in each group before doing the actual presentation for the class.



Additional Activity

Have students consider the way they function as groups/ teams. Ask them to analyze and describe the roles of different individuals, and how their contribution affects the group's performance.

13 Self Reflection



- Divide students into groups and have them brainstorm on symbiosis/ Two is Better Than One. Write some questions on the board to help them, for example:
What was the main focus of the unit? Which aspect of symbiosis did it focus on? Which activity do you remember more clearly? Why?
Which words and phrases do you remember? Which part of the unit did you dislike? Why? Did you like any part of the unit? Which?
What do you feel you can do better now?
- Call upon a student from each group to report what the group decisions were.
- Have groups compare their findings and make notes.
- Have students scan pages 6 and 7. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
What are Pierre and Marie Curie famous for?
Where were they born? Where did they work?
Which prize did they win? Were they wealthy? Why? Why not?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 8, 9, ask them to complete the following sentences :
 Complete the following sentences with other, others or another
Some people prefer to spend summer by the sea; _____ choose to go to the mountains.
We'll need to consider _____ alternative
 Use the emphatic Do
I tell you we _____ try to call you several times but your phone was engaged.
- Have students work in pairs to discuss the questions. Ask them to compare with other students in class.
- Discuss the grammar of the unit with the class.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 10, 11 and ask them to say if the conversation was realistic, interesting, useful or boring.
- Have students say what they remember from pages 10 and 11 and make notes in the chart. Use questions like these:
Is it easy for people to share accommodation? Why? Why not?

Is it necessary for people to have the same skills and activities in order to share space? Why? Why not?
When would you say "not my cup of tea"?
Is 'on the same wavelength' a radio term or is it used more broadly?

- Write *Animal Partners* on the board and brainstorm on language and information that students remember.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
What would you think if you saw a small bird flying near the head and mouth of a crocodile?
What is a ratel? How do ratels and honeyguides benefit each other?
- Have students discuss what they liked and/or disliked and what they found difficult or easy. Ask them to make notes in the Self Reflection chart.
- Follow a similar procedure with 10 Writing. Use questions like these:
What is the difference between similar qualities and complementary qualities?
What is the meaning of 'serene'?
Do you find it easier to get along with quieter or noisier and more outgoing people? Why?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about the project task of the unit. Ask students to use the criteria below, for example, did the task foster personalization and natural language use?
Personalization
Creativity
Natural language use
Focus on meaning
Research/ collecting information
Using other knowledge
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



Things that I liked about Unit 1:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
_____	_____
_____	_____

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about famous marriages in history			
discuss how people/animals can help each other			
negotiate			
use <i>other, others, and another</i>			
use emphatic <i>do</i>			
use the simple present for future timetables or schedules			
use the present progressive			
talk about museums and galleries			
express enthusiasm using intensifiers and adjectives			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
_____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

2 Rags to Riches

1 Listen and Discuss

1. Talk about a person who went from not having much money to being wealthy.
2. What qualities do you think a person needs to excel in life and be successful?

AMANCIO ORTEGA

Worth: \$31 billion

Industry: Retail Clothing

Country of Citizenship: Spain



Amancio Ortega is the founder and chairman of a company that owns many stores, including the enormously popular international clothing store, *Zara*. Now Spain's richest man, Ortega is the son of a railroad worker, and had no formal higher education. When Ortega was 13, he worked as a delivery boy for a shirtmaker and later became the manager of a clothing store. He began making clothing in his living room and selling it to local stores. Ortega had an ability to predict what styles were going to be popular and to create these styles with inexpensive materials. In 1975, Ortega opened his first *Zara* store. *Zara* gained a reputation for selling designer fashions at reasonable prices. Today Ortega's company has more than 4,000 stores in 71 countries.

MOHAMMAD ABDUL LATIF JAMEEL

Worth: \$5.1 billion

Industry: Business

Country of Citizenship: Saudi Arabia



A great philanthropist and prominent businessman, Mohammad Abdul Latif Jameel, president of ALJ, runs one of the world's largest car dealerships, with operations in the Middle East, UK, Central Asia and China. A leading figure in corporate social responsibility, he has created a series of initiatives against poverty and has contributed greatly to the government's Saudization program in the Kingdom, by promoting thousands of jobs every year through the ALJ Community Services Programs. Abdul Latif Jameel is an MIT alumnus, member of the board of trustees and dedicated supporter of the Abdul Latif Jameel Poverty Action Lab (J-PAL). He has been named "Saudi Volunteer of the Year" for 2012, in recognition of the services offered by ALJCI in Saudi Arabia and the rest of the Arab world.

LI KA-SHING

Worth: \$26.5 billion

Industry: Business

Country of Citizenship: China



Li was born into an impoverished family in China in 1928. When he was 15, his father died, forcing Li to leave high school so that he could work to support his family. He took a job in a plastics company, where he would work 16 hours a day. At this company, Li used to assemble plastic flowers. By 1950, Li had started his own plastics manufacturing company. His company prospered, which led Li to expand his business into many different fields.

However, his successes are not all monetary. Li Ka-shing has a reputation for being honest and generous. In fact, he is one of Asia's most prominent philanthropists, and has announced plans to donate one-third of his wealth to charity.

Unit Goals

- | | |
|---|---|
| <ul style="list-style-type: none"> Vocabulary
Economics
Forms of money
Industries Functions
Talk about fame and fortune
Discuss options Grammar
<i>Used To</i> versus <i>Be Used To</i>
<i>Would</i> for Repeated Action in the Past versus <i>Used To</i>
<i>Was Going To</i> (Future in the Past) | <ul style="list-style-type: none"> Listening
Listen for sequence Pronunciation
Past tense endings: /t/, /d/, and /əd/ Reading
Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi Writing
Write a biographical essay Form, Meaning and Function
Present Perfect Simple versus Past Simple |
|---|---|

Warm Up

- With students' books closed, write the title of Unit 2 on the board: **Rags to Riches**. Ask: **What does this phrase mean?** Elicit or explain that this expression refers to any situation where a person goes from being poor (and wearing rags for clothes) to being rich.
- With books still closed, discuss the first introductory question on page 20. Call on a few students to tell any rags to riches stories that they know about famous people or people they know personally.
- Arrange students in small groups to discuss the second introductory question: **What qualities do you think a person needs to make a fortune?** Have students make a list. Assign one student in each group the role of reporter. When groups are finished, call on the reporters to read their lists aloud. Compile a list of qualities on the board. Discuss any new vocabulary with the class.

1 Listen and Discuss

- Have students open their books to pages 20 and 21 and look at the photos. Ask: **Do you recognize any of these people?** Ask a few students to say what they already know about Amancio Ortega, Mohammed Abdul Latif Jameel, Li Ka-shing, and Steven Paul Jobs. Point out the headings under each person's name: worth, industry, and country of citizenship. Ask: **What does worth mean?** (This refers to how much money the person is estimated to have. The amounts are given here in U.S. dollars.) **What does industry refer to?** (This is the business or career in which the person made their money.) Point out that country of citizenship does not necessarily refer to the place that a person was born, but to the place where the person is a current citizen.

 Play the audio for each person's story. Have students listen and follow along in their books.

- Stop the recording after each person's story and ask a few questions to check students' general comprehension. For example, ask:

(Amancio Ortega)

What kinds of stores does Amancio Ortega own?

(clothing stores) **Where are his stores located?** (in 71 countries, or all over the world)

(Mohammed Abdul Latif Jameel)

What kind of company does he run? (one of the world's largest car dealerships, with operations in the Middle East, UK, Central Asia and China) **How did he contribute to the government's Saudization program in the Kingdom of Saudi Arabia?** (by offering and creating thousands of jobs every year through the ALJ Community Services Programs)

(Li Ka-shing)

What kind of business did Li Ka-shing start out in? (plastics) **What else is he known for?** (being honest, generous, and a philanthropist)

(Steven Paul Jobs)

What was Steven Paul Jobs most famous for? (he co-founded Apple with Steve Wozniak) **Why had he resigned from Apple?** (He had resigned over an argument with the board of directors in 1984.)

-  Play the audio again. Have students listen and follow along in their books in preparation for the Quick Check exercises.

Quick Check

A

- Focus students' attention on the vocabulary words in the box. Have them work individually to find and underline each of the words in the rags to riches stories. Tell them to study how the words are used in context in order to guess the meaning.
- Have students work individually to complete the sentences with the correct words, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud their completed sentences.

Answers

1. excelled
2. reputation
3. prominent
4. impoverished
5. philanthropist

B

- Have students work individually to answer the questions, referring back to the stories as necessary. Then have students compare answers with a partner.
- Check answers by calling on pairs to read aloud the questions and answers.

Answers

Answers will vary. Sample answers:

1. It sold designer fashions at a reasonable price.
2. In recognition of the services offered by ALJCI in Saudi Arabia and the rest of the Arab world.
3. By offering thousands of job opportunities on an annual basis.
4. He was poor and had to leave high school when his father died to help support his family.
5. Although he dropped out of college, he co-founded Apple, and developed and marketed personal computers.
6. Whereas he argued and resigned from Apple, Jobs was brought back and became Apple's CEO.

2 Pair Work

- Ask a volunteer to read the directions aloud.
- Arrange students in pairs.
- Make sure students know that they must choose one of the people from pages 20 and 21 to role-play with a reporter. Students should use their knowledge of the person's life as much as possible. However, they can make up answers to questions that they don't know the real answers to. When students switch roles, have them choose a different person to interview.
- Have the reporters jot down questions to ask in preparation for the interview as well as the answers they receive.
- Call on a few pairs to role-play their interviews for the class.

Workbook

Assign page 11 for practice with the vocabulary of the unit.



Teaching Tip

Listening to the audio recording of the Listen and Discuss sections is a valuable activity for students. It gives students the opportunity to listen to native speakers for correct pronunciation of vocabulary and intonation of sentences. Encourage students to read along aloud with the audio, mimicking the speaker's rhythm, intonation, and pronunciation.



Additional Activity

Activity 1: Have students calculate the net worth of each of the people on pages 20 and 21 in their own currency. Discuss the kinds of things that people can do and buy with this amount of money in their country.

Activity 2: For additional vocabulary practice, have students create a word family chart for each of the vocabulary words from Quick Check A as they did in Unit 1. Ask them to try to guess the word forms before checking with a dictionary.

Noun	Verb	Adjective	Adverb
excellence	excel	excellent	excellently
prominence	X	prominent	prominently
impoverishment	impoverish	impoverished	X
philanthropist	X	philanthropic	philanthropically

STEVEN PAUL JOBS (1955-2011)

Worth: \$8.3 billion

Industry: Computer Design

Country of Citizenship: U.S.



Steven Paul Jobs was born in 1955 and adopted into a working class family. He grew up in what later became Silicon Valley. He dropped out of college because he could not afford to pay his tuition. In the late 70s, he co-founded *Apple* with Steve Wozniak and others, and proceeded to develop and market the first successful lines of personal computers. He eventually resigned from *Apple* over an argument with the board of directors in 1984, and founded *NeXT*. *Apple's* buyout of *NeXT*, in 1997, brought Jobs back to *Apple* as its CEO. He was the largest individual shareholder of The Walt Disney Company and a member of the board. Jobs was admired by many for his entrepreneurial skills, his foresight, and his ability to create and support products that were both functional and aesthetically pleasing.

Quick Check ✓

A. Vocabulary. Complete each sentence with a word from the box.

excelled	philanthropist	reputation
impoverished	prominent	

1. Not only was Jake an excellent student in high school, but he _____ in sports as well.
2. He has a _____ for being one of the greatest doctors in the field of neurosurgery.
3. My professor is a _____ economist who is often quoted in magazines.
4. The charity I donate to helps to build schools in _____ areas.
5. Businessman and _____ Sulaiman Al-Rajhi gives millions of dollars to charities each year.

B. Comprehension. Answer the questions.

1. Why was *Zara* successful?
2. Why was Abdul Latif Jameel named "Saudi Volunteer of the Year"?
3. How has Abdul Lateef Jameel contributed to the Saudization program in Saudi Arabia?
4. What challenges did Li Ka-shing face early in life?
5. What did Steven Jobs do in his teens that demonstrated his determination, entrepreneurial skills, and foresight?
6. Which event, in your view, must have given Jobs a great sense of satisfaction and self-worth?

2 Pair Work

Role-play with a partner. Choose a person from one of the *Rags to Riches* stories. You play this person, and your partner plays a reporter who interviews you. Then switch roles.

3 Grammar

Used To versus Be Used To

Used to + the base form of a verb is used to talk about an activity that was repeated habitually in the past, but which is not done now.

He **used to** live in a mansion. But he lost all his money and now he lives in a small apartment.
She **didn't use to** care about money. But now she's become very materialistic.

Note: For the negative, use *didn't use to* (omit the *-d*).

Be used to + gerund or noun is used to talk about something that has become familiar or habitual.

Some people think it's crazy that he works seven days a week. But he **is used to** it.
Although she is a millionaire now, she **isn't used to** shopping in expensive stores.

Note: For the negative, use *be + not + used to* (do not omit the *-d*).

Would for Repeated Action in the Past versus Used To

Would can be used to talk about an action that happened regularly in the past. Used this way, *would* means the same thing as *used to*.

When I was a child, I **would** dream of being a millionaire. = When I was a child, I **used to** dream of being a millionaire.

Note: Only *used to* (not *would*) can be used to talk about a situation that was true (without habitual action) in the past.

He **used to** live at home until he got a job. (Correct)

He ~~**would**~~ live at home until he got a job. (Incorrect)

Was/Were Going To (Future in the Past)

Was/Were + going to + the base form of a verb is used to talk about a prediction for the future made in the past, or a past plan that was not carried out.

I knew that company **was going to** be a great success.

He **was going to** spend the money, but he decided to invest it in the stock market instead.

A. Complete the sentences with either **use(d) to** or **be used to**. Use the negative in some cases.

1. We _____ eat at all the best restaurants, but then we started saving more money.
2. She's from Costa Rica, so she _____ warm weather all year round.
3. The bed in my first apartment was so uncomfortable that I _____ sleep on the couch.
4. Marco _____ live with his whole extended family.
5. Even though he loves his apartment, he _____ living alone.
6. We _____ swim in that pond, but now it's too polluted.
7. He likes his new job, but he _____ wearing a suit and tie.
8. She had always excelled in English, so she _____ receiving poor grades.

3 Grammar

- **Note:** Rather than presenting the grammar chart all at once, it may be helpful to practice only one grammar point at a time. Present *Used To* versus *Be Used To* first, and have students practice this point in exercise **A**. Then present *Would* for Repeated Action in the Past versus *Used To*, and have students complete exercise **B**. Finally, present the structure *Was/Were Going To*, and have students do exercise **C**. Exercise **D** practices all of the grammar points presented in this unit.

Used To versus *Be Used To*

- Read aloud the explanation and example sentences. Have students read aloud the example sentences. Give a few examples of things that you used to do, and write them on the board. For example: ***I used to go to bed late at night, but now I go to bed early. Or I used to read a lot, but now I don't have time.***
- Contrast these examples with sentences about things you are used to doing. For example: ***I am used to getting up early. I always get up at 6. Or I am used to walking to work. I don't have a car.***
- Make sure that students understand the difference in meaning. Elicit additional examples of each use from the class.
- Direct students to exercise **A** for practice.

Would for Repeated Action in the Past versus *Used To*

- Read aloud the explanation and examples. Write the following sentences on the board:
Ahmed used to walk to work before he had a car. I used to live in a small house.
Ask: ***In which of these sentences can you substitute would for used to?*** (the first sentence) ***Why?*** (*Ahmed used to walk to work* tells about a habitual action in the past. *I used to live in a small house* tells about a fact, not a habitual action.)
- Elicit examples from students that use *would* for repeated action in the past. After each student gives a sentence, ask the class if the sentence was correct.
- Direct students to exercise **B** for practice.

Was/Were Going To (Future in the Past)

- Read the explanation with the class. Have a student read aloud the two examples. Point out that each of the examples shows a different meaning of *was going to*.
I knew that the company was going to be a great success is an example of a prediction made in the past.
He was going to spend the money, but he decided to invest it in the stock market instead is an example of a past plan that was not carried out.
- Elicit examples from students of sentences that convey each meaning.
- Direct students to exercise **C** for practice.

A

- Read the directions aloud, and do the first two sentences together as examples.
- Have students work individually to complete the rest of the exercise, and then check their answers with a partner.
- To check answers as a class, call on volunteers to write the completed sentences on the board. Check the sentences for the correct forms of *used to* and *be used to*.

Answers

Answers will vary. Sample answers:

- | | |
|---------------|-------------------|
| 1. used to | 5. is not used to |
| 2. is used to | 6. used to |
| 3. used to | 7. is not used to |
| 4. used to | 8. wasn't used to |

2 Rags to Riches

B

- Have a student read aloud the directions and the example sentence. Write on the board: ***When I was a child, I would help my mother with the cooking.*** Ask: ***Is this sentence correct?*** (Yes. It has the same meaning as the example sentence in the book.)
- Say: ***When I was a child, I didn't cook. What sentence should I write?*** Elicit and write on the board: ***When I was a child, I didn't use to help my mother with the cooking.***
- Have students work individually to use the phrases in sentences that were true about their own childhood.
- To check answers, have students each write one completed sentence on the board. For each sentence ask the class for additional correct responses.

Answers

Answers will vary. Sample answers:

1. When I was young, I always used to go barefoot in the summer.
2. When I was little, I would play with my friends for hours.
3. I didn't use to like candies when I was a child.
4. When we used to go to the beach, we would build castles in the sand.
5. I used to have a favorite English teacher named Mr. Lincoln.
6. When I was younger, I didn't use to help with the chores.
7. When I was little, I used to hate going to bed early.
8. When my brother and I were young, we would make up funny stories.

C

- Have a student read aloud the directions and the example sentence. Ask: ***What meaning of was going to does this sentence show?*** (a past plan that was not carried out) Point out that all of these sentences will be about a past plan that was not carried out. Students can see this from the use of the word *but*.
- Have students work individually to complete the sentences and then compare answers with a partner.
- Since answers will vary, call on a few students for each item to share their completed sentence with the class.

Answers

Answers will vary. Sample answers:

1. We were going to watch a film tonight, but we were too tired.
2. He was going to pay for dinner, but he lost his credit card.
3. I was going to ask you to go out tonight, but you weren't home.
4. She was going to attend that university, but she didn't get accepted.
5. We were going to drive the new car, but we were too nervous.
6. He was going to run in the race, but he didn't feel well.

D

- Have a student read aloud the directions. Write on the board: ***When Ming was younger, his life was very different.*** Have students copy this sentence down, explaining that it will be the first sentence of all of their paragraphs.
- Have students work individually to write their paragraphs and then compare them with a partner.

Answers

Answers will vary.

Workbook

Assign pages 12–14 for practice with the grammar of the unit.



Teaching Tip

When practicing grammar, allow students to make mistakes when speaking and writing on the board. Mistakes provide the best teaching opportunities for the whole class to learn from.



Additional Activity

Do a chain sentence activity with *was/were going to*. Start the chain by saying ***Yesterday, I was going to clean my house, but I watched a film on TV instead.*** Go around the room, eliciting a sentence from each student about what he or she was going to do yesterday.

B. Use the phrases to write sentences about your own childhood, including either **would** or **(didn't) used to**. In some cases, both are possible.

💡 help my mother with the cooking

When I was a child, I used to help my mother with the cooking.

- | | |
|-----------------------------------|----------------------------|
| 1. go barefoot in the summer | 5. have a favorite teacher |
| 2. play with my friends for hours | 6. help with the chores |
| 3. like candy | 7. hate going to bed |
| 4. build castles in the sand | 8. make up funny stories |

C. Complete the first part of the sentences. Use **was/were going to** and your own ideas.

💡 ... but then I found a better one.

I was going to take the first job I was offered, but then I found a better one.

- | | |
|-------------------------------------|------------------------------------|
| 1. ... but we were too tired. | 4. ... but he didn't get accepted. |
| 2. ... but he lost his credit card. | 5. ... but we were too nervous. |
| 3. ... but you weren't home. | 6. ... but she didn't feel well. |

D. Look at the pictures. Complete the paragraph about how Ming's life has changed since he became wealthy. Use **used to**, **be used to**, **would**, and **was going to**.

When Ming was younger, his life was very different ...



4 Conversation



Ahmed: My parents gave me SR 30,000 for graduation.

Ibrahim: Wow! What are you going to do with all that **cash**?

Ahmed: I don't know. I'm **going around in circles** about it, **driving myself and everyone else crazy**. At first I was going to do something really indulgent with it, like take a vacation. I was ready to book it, but then I **got cold feet**.

Ibrahim: Why? I think a vacation sounds like a great idea. You've worked really hard for four years. You deserve a break.

Ahmed: That's true. But, on the other hand, I don't want to spend all that money on something that will be over in a week. So, then I was thinking of buying something useful, like a used car.

Ibrahim: That's a good idea.

Ahmed: Yeah. It would be a great convenience to have a car. But, at the same time, I'm used to taking public transportation, and I really **don't mind** it. Frankly, I can't think of anything that I really **need**. So maybe I should **put the money aside for a rainy day**.

Ibrahim: Well, yes, I suppose the alternative would be to just put it in the bank until you need it.

Ahmed: Right. But then again, what's the point of having money if you're not enjoying it? Maybe I *should* do something indulgent with it—like take that vacation.

Ibrahim: Now I see how you're driving everyone crazy!



Real Talk

cash = money

go (around) in circles = to think through many possibilities over and over without coming to a decision

drive someone crazy = greatly annoy or irritate

get cold feet = to decide not to do something because you are too scared or nervous

don't mind = not annoyed or bothered by

put (something) aside for a rainy day = to reserve something, usually money, for a future need

About the Conversation

1. What options is Ahmed considering?
2. How is he driving people crazy?
3. What do you think he'll do with the money? Why?

Your Turn

Role-play with a partner. Discuss a choice that one of you has to make. The choice can be real or made-up. Use phrases for discussing options.

Discussing Options

At the same time,...

But then again,...

I could always...

On the other hand,...

The alternative would be to...

What would you think about...?

4 Conversation

- With students' books closed, say and write on the board: **You won SAR 30,000!** (Or write an equivalent amount of money in the students' currency.) Ask: **What will you do with it?** Elicit answers from a few students.
- Tell students to open their books to page 24 and look at the photos. Ask: **What is the young man thinking about?** (He is deciding whether to spend his money on a car or a vacation.)
-  Play the audio of the conversation. Have students just listen.
-  Play the audio again. This time, have students listen and read along in their books.

Real Talk

- Draw students' attention to the Real Talk box. Point out that the words in this box are highlighted in blue in the conversation. Explain that these are usually idiomatic or slang words and expressions that students may not be able to find in their dictionaries. They are defined here. Note that all of the words and phrases in this Real Talk are acceptable for use in formal conversation.
- Model the words and phrases for students to repeat.
- Write the following questions on the board:

How much cash do you usually carry with you?
(I only carry the amount of cash that I need to buy lunch for the day. I bring my checkbook or ATM card if I need more money.)

Have you ever had to make a decision that you went around in circles about?
(I went around in circles about what to buy my brother for his graduation. I just didn't know what he would like.)

What is something that drives you crazy?
(It drives me crazy when people talk on their cell phones when waiting in line to pay at stores. I think it is rude.)

Have you ever gotten cold feet?
(Once while skiing I was going to ski down a difficult trail, but I got cold feet and took the easy way down instead.)

What is something you don't mind doing that others don't like to do?
(I don't mind doing laundry. Although many people don't like it, I think it is relaxing.)

Are you the kind of person who spends your money or puts it aside for a rainy day?

(I like to put my money aside for a rainy day. You never know when you might need it!)

- Have a student ask you each question. Give an honest answer to each as an example. (See possible answers above in parentheses.)
- Arrange students in pairs. Have pairs practice the words and phrases by asking and answering the questions on the board.
- Have students practice the conversation with a partner. Then they switch roles and practice again.

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Call on pairs to read aloud the questions and answers. Since answers will vary for number three, have a few students give their answers.

Answers

Answers will vary. Sample answers:

1. He is considering buying a car, going on vacation, and putting the money in the bank.
2. He can't make up his mind.
3. I think he will buy a used car, because that is what I would do.

Your Turn

- Call on a student to read the directions aloud.
- Direct students' attention to the box. Explain that these phrases are used to talk about possible options. Ask: **Which of these phrases are used in the conversation?** (At the same time..., But then again..., On the other hand..., The alternative would be to...)
- As a class, brainstorm a few ideas for students' conversation. Write some possible ideas on the board, for example:

Choose what to do this weekend.

Choose where to go on vacation.

Choose what schools to apply to.

Choose what jobs to apply for.

5 Listening

- Have a student read aloud the directions. Give students time to look at the list of the forms of money to help them know what information they will listen for.
-  Play the audio once for students to just listen.
-  Play the audio a second time for students to write the dates. Then have them order the forms of money. You may want to pause the audio periodically.
-  Play the audio a final time for students to check their answers.

Answers

<u>2</u>	cowrie shells	1200 B.C.E.
<u>5</u>	paper money	800 C.E.
<u>1</u>	bartering	9000 B.C.E.
<u>6</u>	electronic money	today
<u>3</u>	inexpensive metal coins	1000 B.C.E.
<u>4</u>	coins made of valuable metals	500 B.C.E.

Audioscript

The first way in which goods were bought was not with money. Instead, people used to trade something of value that they possessed for something they needed. The most common things to trade with were cattle and crops, like corn and wheat. So, for example, if you were a farmer, you might trade your corn with a butcher for meat. The butcher might trade his meat with a shoemaker for shoes. This kind of trade was called bartering. Bartering began as far back as 9000 B.C.E.

However, there was a problem with bartering. What if someone had something to trade but no one wanted or needed it? Or what if people could not agree on what was a fair trade? To solve this problem, the first kind of money came about around 1200 B.C.E. in China, where people would use special shells called cowrie shells to purchase goods. These shells were the most widely and longest used form of money in history. In some parts of Africa these shells were used until the middle of the 1900s.

The earliest metal coins were produced in China around 1000 B.C.E. The coins were made out of an inexpensive metal and had holes in them so that they could be put together to make a chain. The earliest coins made of valuable metals were silver coins produced in Turkey around 500 B.C.E. Coins made of silver, bronze, and gold were soon being used by the Greeks, Romans, and Persians. By 800 C.E., the first paper money had appeared in China. This form of money eventually became common around the world.

At one point, people probably thought cowrie shells were going to be used forever. That's what many of us think about coins and paper money now. But money is likely to continue to change. In fact, a new kind of money is already being exchanged over the Internet. This money, called electronic money or digital cash, functions like real cash, except it's not on paper. The money in a

bank account is converted to a digital code, which can be used to make purchases. While digital cash is very new, it is expected to become common in the years ahead.

6 Pronunciation

-  Play the audio for the explanation while students read along in their books.
-  Play the rest of the audio for students to listen and repeat the sentences.

7 Vocabulary Building

A

- Read the directions with the class. Have students work individually to match each word with its meaning.

Answers

1. a 2. g 3. e 4. b 5. h 6. d 7. f 8. c

B

- Have students compare answers with a partner.

Workbook

Assign page 15 for additional reading practice.



Teaching Tip

Before a listening activity, make sure students know their purpose for listening. Make it clear what information they need to listen for and how many times they will listen. This will help them to focus their listening and complete the task successfully.



Additional Activity

Do an ABC Brainstorm about money. Students go around the room, saying a word or phrase that is related to money that begins with the consecutive letters of the alphabet. For example: *add up, barter, cash, debt*, etc.



The bill of the largest denomination ever was the one milliard Hungarian Pengő (100,000,000,000,000,000), which was printed in 1946. It was worth about \$0.20 at that time.

5 Listening

Listen to the lecture about the history of money.
Write the date by each form of money. Then number
the forms of money in the order they were used.



<u>2</u> cowrie shells <u>1200 B.C.E.</u>



_____ paper money _____

_____ bartering _____

_____ electronic money _____

_____ inexpensive metal coins _____
--

_____ coins made of valuable metals _____
--

6 Pronunciation

In English, the past tense ending **-ed** has three different pronunciations.

For verbs that end in the sounds **p, k, f, s, ch**, or **sh**, pronounce the ending /t/ as in **worked**.

For verbs that end in vowel sounds or **b, g, v, z, zh, th, j, m, n, ng, l, r**, pronounce the ending /d/ as in **opened**.

For verbs that end in the sounds **d** or **t**, pronounce the ending /ɪd/ as in **wanted**.

Listen and practice.

1. They **traded** something of value that they **possessed** for something they **needed**.
2. What if no one **wanted** or **needed** it?
3. The first coins were **produced** in China, and the first paper money **appeared** in China.
4. Money **called** digital cash is already being **exchanged** over the Internet.

7 Vocabulary Building

A. You will see the following words in the reading on pages 26 and 27. Match the words with their meanings.

- | | |
|----------------------|--|
| 1. _____ renowned | a. known, respected and admired |
| 2. _____ comply with | b. to put into practice, to make changes |
| 3. _____ hurdle | c. things of value that are owned by a person, or organization |
| 4. _____ implement | d. amount of money that is given as income to an organization, group, charity, project |
| 5. _____ founder | e. an obstacle, a problem or difficulty |
| 6. _____ endowment | f. strong disagreement or argument |
| 7. _____ dispute | g. be in accordance/agreement with, obey |
| 8. _____ assets | h. the person or people that establish an organization or company |

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading

Before Reading

What do you know about Sheik Suleiman Al-Rajhi?

What do you think matters to him most?

Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi



Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi, the world-renowned philanthropist and winner of the 2012 King Faisal International Prize for Service to Islam, has not always been a billionaire.

Born in 1920, he spent his youth in Al-Qassim where he and his brother Saleh began their business, changing money for pilgrims, on their way to the cities of Makkah and Madinah.

Their business expanded in the 1970s during the oil boom in Saudi Arabia. The Al-Rajhi brothers helped migrant workers from Indonesia, Pakistan and other places to send their earnings home. They were granted permission to establish a bank, the Al Rajhi Bank, which complied with religious tenets such as a ban on interest.

Founding the bank, which is now the world's biggest Islamic lender, was not hurdle-free. Sulaiman Al-Rajhi began by opening an office in Britain, to introduce the Islamic banking system on a more international basis. However, his initial attempts to secure a banking license were unsuccessful, as British officials were not aware of the principles and requirements of Islamic banking. He had to travel to different countries in order to explain to bankers that interest was forbidden by Islam and regarded as unacceptable by pious people all over the world. He pointed out that interest caused a lot of people to avoid transactions with banks, and to keep their cash and valuables at home. Eventually, the banking system he proposed was launched in Saudi Arabia and subsequently implemented in the United Kingdom.

Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi is also chairman of the National Agricultural Development Company and founder of the Al-Watania agricultural projects, which include the largest poultry farm in the Middle East and one of the most successful companies in Saudi Arabia. Al Rajhi had visited a poultry farm abroad and had been shocked by the improper way chickens were fed and slaughtered. This prompted him to launch the poultry farm project, making sure that chickens were naturally fed and halal slaughtered according to Islamic tenets. He has also introduced and supported organic farming throughout the Middle East, intent on securing healthy food for all as a means of fostering good health, preventing illness and consequently reducing the cost of medical treatment. The Al-Rajhi projects diversified into other areas, as well, such as real estate and other investment projects.

In 2009, Sulaiman Al-Rajhi established the Sulaiman Al-Rajhi University, a non-profit research university with three departments; Medicine, Nursing and Applied Science. In fact, the university was established by the Suleiman Al-Rajhi Charitable Foundation (SAAR), which is considered the largest foundation of its kind in the Kingdom of Saudi Arabia, in terms of capital as well as range and volume of activities. SAAR now owns and controls more than half of Sulaiman Al-Rajhi's wealth. The foundation organizes and oversees a substantial number of charities and humanitarian activities worldwide.

8 Reading

- Write on the board: **Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi**. With books closed, discuss the **Before Reading** questions as a class. Elicit any facts or information students know about Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi. If students don't know, explain that he is a great philanthropist and a very successful businessman and billionaire who introduced Islamic banking into the world.
- Have students open their books to pages 26 and 27. Focus their attention on the photo. Ask: **Where do you think this photo was taken?** (Students may not know the exact answer but elicit that it was probably during an interview or awards ceremony.) Ask: **Does he look like a successful business man?**

READING STRATEGY 3-2-1

- Write the following on the board:
3 (Write 3 things you found out.)
2 (Write 2 interesting things.)
1 (Write 1 question you still have.)
 Using the 3-2-1 strategy allows students to focus on the important ideas of a reading, the points that they found the most interesting, and the points that they may not have understood.
 - Focus students' attention on the reading: Tell students that they will read the text, and then follow the directions for the 3-2-1 activity on the board. Give students a specific amount of time to complete this activity.
 - When students have finished writing, arrange the class into small groups. Have students share the points that they wrote down with each other and discuss them. Have them discuss the points that they have questions about and try to answer each other's questions.
 - Call on a few volunteers to share their 3-2-1 answers with the class. Discuss as a class any unanswered questions.
-  Play the audio for the reading. Have students listen and follow along.
- For additional vocabulary practice, refer students back to the Vocabulary Building activity on page 25. Have students find and underline each of the words in the reading.

- Discuss with students what each word means in the context of the article. Ask questions, such as the following:

Which words are used to describe Sulaiman Al-Rajhi? (world renowned philanthropist, billionaire, successful businessman, dedicated, committed to ...)

Which were the main characteristics of the Al Rajhi Bank? (It complied with the tenets of Islam, such as a ban on interest.)

What does the writer say about the process of founding the first Islamic bank? (It was not hurdle-free.)

What is the role of Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi in the Al-Watania agricultural projects? (He was the founder of Al-Watania.)

Was the banking system that Al-Rajhi suggested launched for the first time in the UK? (No, it was launched in Saudi Arabia and then implemented in the UK.)

What do people tend to do in the Islamic world, with one third or one fourth of their wealth? (They set it aside for endowment.)

Why did he distribute the rest of his wealth to his children during his lifetime? (In order to avoid disputes over inheritance.)

How did he gain peace of mind and inner happiness? (By distributing his assets and becoming poor once again.)

2 Rags to Riches

After Reading

- Have students work individually to answer the questions, referring back to the text as necessary. Then have them compare answers with a partner.
- Check answers by calling on pairs to read aloud the questions and answers.

Answers

1. He did not seem to have much hope of becoming a billionaire.
2. Banking, agricultural development, organic farming, real estate, investment, health and more.
3. Islamic banking in the UK because British officials were not aware of the principles and requirements of Islamic banking.
4. His work and contribution to education, health and charities worldwide through SAAR, the largest foundation of its kind in the Kingdom of Saudi Arabia.
5. It is common for people to set aside one third or one fourth of their wealth for endowment, effective after death..
6. Having been poor early in life, he was not afraid to donate and distribute his wealth so he could concentrate on managing the endowment project through SAAR.
7. He was awarded the prize in recognition of his outstanding service to Islam, his role in the establishment of the world's largest Islamic bank and his ongoing contribution to charities.

9 Speaking

- Arrange students in small groups to discuss the questions.
- As students are working, go around and check that everyone is participating in the discussion. Make sure that each student in the group completes the chart about him or herself.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.

Workbook

Assign pages 16-17 for additional writing practice at word and sentence level.



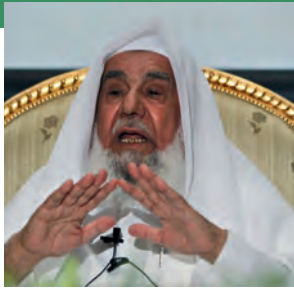
Teaching Tip

3-2-1 activities can be modified to fit any reading that you are working with. For example, if you were reading a persuasive text, you might ask students to identify 3 facts, 2 opinions, and 1 unclear point.



Project: Local Philanthropists

Working in small groups, have students choose and research a philanthropist from their country or region of the world. Have them find out information, such as the following: How is this person a philanthropist? What percentage of the person's wealth does he or she donate? What charity or group does he or she donate to? Have groups prepare a poster and presentation for the class.



In May 2011, Sulaiman Al-Rajhi announced that he was donating most of his \$7.7 billion fortune to charity. It is not uncommon for people in the Islamic world, to set aside one third or one fourth of their wealth for endowment, effective after death. In Sulaiman Al-Rajhi's case, however, this was implemented during his lifetime. He distributed the rest of his wealth to his children in order to avoid potential disputes over inheritance, that could destroy kinship and harmony among them.

Sulaiman Al-Rajhi was awarded the highly prestigious King Faisal International Prize for Service to Islam, in 2012, in recognition of his outstanding service to Islam, his role in the establishment of the world's largest Islamic bank and his ongoing contribution to charities, and humanitarian projects' fight against poverty.

Having experienced extreme poverty earlier in life, he chose to donate and distribute all his assets, becoming poor once again but gaining peace of mind and inner happiness. Despite his advanced age, he enjoys a fully active life as he travels to various regions of the Kingdom of Saudi Arabia, managing the endowment project under his flagship, the SAAR Foundation.

After Reading

Answer the questions.

1. What were Suleiman Al-Rajhi's life prospects in relation to his early life?
2. What type of companies has he been involved in?
3. Which business was the most difficult to establish? Why?
4. What is notable about Suleiman Al-Rajhi in comparison to other wealthy businessmen?
5. What is common regarding endowments in the Muslim world?
6. Why did Al-Rajhi decide to donate most of his fortune to charity during his lifetime?
7. Why was Al-Rajhi awarded the King Faizal International Prize for Service to Islam?

9 Speaking

1. Think about how you can be successful in your life without depending on others.
Make notes in the chart.
2. Use your notes to talk in groups or in class. Compare ideas.

What I am good at	How I can use my strengths to develop	Which areas/skills I can develop	How long it will take to reach my goal

10 Writing

- A.** 1. What do you know about e-commerce? Do you ever buy books or other products on the Internet?
 2. What are the advantages and disadvantages of e-commerce, in your view?
 3. Do you know who Jeffrey Bezos is? What has he accomplished? Scan the text and find out.
 4. Read the text and fill in the blanks with the words or phrases. Some can be used more than once. Listen and check your answers.

when (3 times) where (twice) then after one day by as



Jeffrey P. Bezos was born in 1964, in Albuquerque, New Mexico. He displayed a remarkable mechanical aptitude when he managed to dismantle his crib with a screwdriver as a toddler!

(1)_____ Jeffrey was a teenager, the family moved to Miami, (2)_____ he discovered computers.

He graduated from high school, the valedictorian of his class. He (3)_____ completed his studies in computer science and electrical engineering at Princeton University.

(4)_____ graduation, he worked at some well-known firms on Wall Street. It looked as if Jeff would have a successful career in finance, but (5)_____ he made a discovery that changed his life and changed the course of business forever.

The Internet had been used mainly by the Defense Department, the government, and academic researchers until as late as 1994. (6)_____, Jeff Bezos observed that Internet usage was increasing by 2,300% a year. He researched the top 20 mail order businesses and found that books were the only item for which no catalogue existed as it would be far too big to mail. He attended the American Bookseller's Convention the very next day, (7)_____ he discovered that major wholesalers had already compiled electronic lists of their inventory. All he needed was a location on the Internet.

The new online company was set up in a two-bedroom house with a garage, in Seattle. On July 16, 1995, the site was opened to the world. (8)_____ September, it had weekly sales of \$20,000. The business grew faster than anyone could have predicted.

(9)_____ the online bookselling business expanded to include an endless range of products from clothing to electronic goods to furniture and so on, skeptics thought it was growing too fast to be successful. (10)_____ it turned out, it was the smartest move anyone could have made that changed the face of commerce forever and turned several members of the Bezos family into billionaires.

5. Identify the topic/theme of each paragraph.

Paragraph 1: _____ Paragraph 2: _____ Paragraph 3: _____

Paragraph 4: _____ Paragraph 5: _____ Paragraph 6: _____

6. Which verb forms are mostly used? Are passive sentences used in any sections? Why? Why not?
 7. Make a list of the key events, including no more than 12 items. Highlight the key events/verbs in the text. Then write them on a timeline.
 8. Now cover the text and look at your 12 items. Reconstruct the story and tell your partner. Then switch roles and repeat.

10 Writing

- Have students discuss the picture in pairs and ask volunteers report answers/ideas for the class..

A

- Write E-COMMERCE on the board and allow students to make suggestions on what the word/term refers to. Discuss suggestions in class.
- Have students work in pairs discussing their views on e-commerce. Ask them to make notes on advantages and disadvantages.
- Call on a student from each group to report for the class and list their ideas on the board.
- Elicit information about Jeffrey Bezos from students.
- Ask students to read the text with the blanks and to complete the missing words with their own ideas. Then ask them to use the words in the box under 4 and compare with their own answers.
- Play the audio and have students check their answers.
- Have students read individually and make notes about Bezos, then compare notes in groups.
- Call on students to report to the class. Ask them to give reasons for their answers.

Answers:

- Answers will vary.
- Answers will vary. / Sample answers.

Advantages:

- More competitive prices because of lower costs
- No transport required
- Saves time
- Allows research for better prices/quality

Disadvantages:

- Buyer can only see photos of products
 - Products might differ from photo items
 - Unless delivered by hand, products can get lost
 - Some products cannot be returned.
- Jeffrey P. Bezos was born in Albuquerque, New Mexico in 1964. He displayed a remarkable mechanical aptitude from an early age. He discovered computers when he was a teenager and studied computer science and electrical engineering in Princeton University. He worked for well-known firms of Wall Street. He started the first and largest on line bookselling business which expanded to include all kinds of products from clothing to appliances, to furniture.
 - 1) When, 2) where, 3) then, 4) After, 5) when, 6) One day, 7) where, 8) By, 9) When, 10) As

- Have students work in groups and report in class.

Answers:

- Paragraph 1:** Jeffrey P. Bezos early years

Paragraph 2: Jeffrey Bezos as a teenager and young adult/ education

Paragraph 3: Jeffrey Bezos after graduation/work/discovery

Paragraph 4: The internet and bookselling/research

Paragraph 5: The new online business

Paragraph 6: The online bookselling business/ expansion and success of the Bezos family

- Have students work in pairs identifying forms. Circulate and monitor. Help when required. Call on students to report in class.

Answers:

6. Past forms

Past simple: displayed, managed, moved, graduated, completed, worked, made, changed, observed, researched, found, attended, opened, predicted, expanded, turned out, thought, turned

Past perfect: The Internet had been used.../ ...major wholesalers had already compiled electronic lists ...

Passives: Jeffrey P. Bezos was born in .../ The internet had been used mainly by the Defense Department, .../ The new online company was set up .../ The site was opened ...

They're used to switch focus/set a new theme from JB to the Internet, the company and the site.

- Have students work individually listing events. Then ask them to compare with a partner and select 12 of the events.
- Organize students in pairs and ask them to draw a timeline and mark the point/ order of the events as they happened chronologically. Discuss in class.
- Have students close their books and use their notes to reconstruct the story in pairs. Call on individual students to report.

Answers:

- J. Bezos was born in 1964 –displayed a remarkable mechanical aptitude family moved to Miami - discovered computers – graduated/high school-graduated / College- worked on Wall street - made a discovery - observed/Internet usage was increasing - researched and found no book catalogue existed -attended American Bookseller's Convention- discovered electronic lists of booksellers' inventories - new online company was set up - site was opened - business expanded - changed face of commerce - turned Bezos family members into billionaires

2 Rags to Riches

B

- Tell students that they are going to write a descriptive essay about a famous and/or wealthy person.
 - Organize them in small groups and ask them to think about famous people. Have them list the names of the people they think of and the reason they know them. Call on a student from each group to tell the class and list the names on the board. Compare with other groups.
 - Read directions for 1 and 2 and ask them to choose one of the people on their list. Allow them to break into smaller groups or pairs if they are keen to write about a particular person that the rest of the group has not chosen.
 - Direct students to the Writing Corner. Explain that they will be writing a brief biography of the person along the lines of the biography they read on page 28.
 - Have students read the first point and ask them to focus on specific events as they make notes. Suggest that they draw a timeline where they mark the main events, accompanied by bubbles where they add surrounding information.
 - Ask a student to read the second point aloud and encourage students to be selective.
 - Call on a volunteer to read the third point and discuss it in class.
 - Read the next bullet point with the class and explain that using a timeline will help them list key events in chronological order without restricting them when they actually write the biography.
 - Call on a student to read the last point aloud and have students find examples in the Reading text as well as the model text in the unit. If you wish, you can refer them back to the previous unit to the writing text/ model about the grandparents.
 - Call on volunteers to report their thoughts and examples in class.
 - Encourage students to word process their essays in order to facilitate drafting and editing and save time.
 - Organize students into pairs/groups. Ask them to write their first draft and exchange drafts in order to comment and make suggestions. Direct them to the model text but allow them to change the beginning of their biography if they want.
 - Have students read the comments and suggestions, edit and re-draft.
 - You may wish to have one or two more editing stages here before asking students to write their final draft.
- Have students exchange and read as many essays as possible. Post the essays/brief biographies on the wall or the blackboard for everyone to read.



Additional Activity

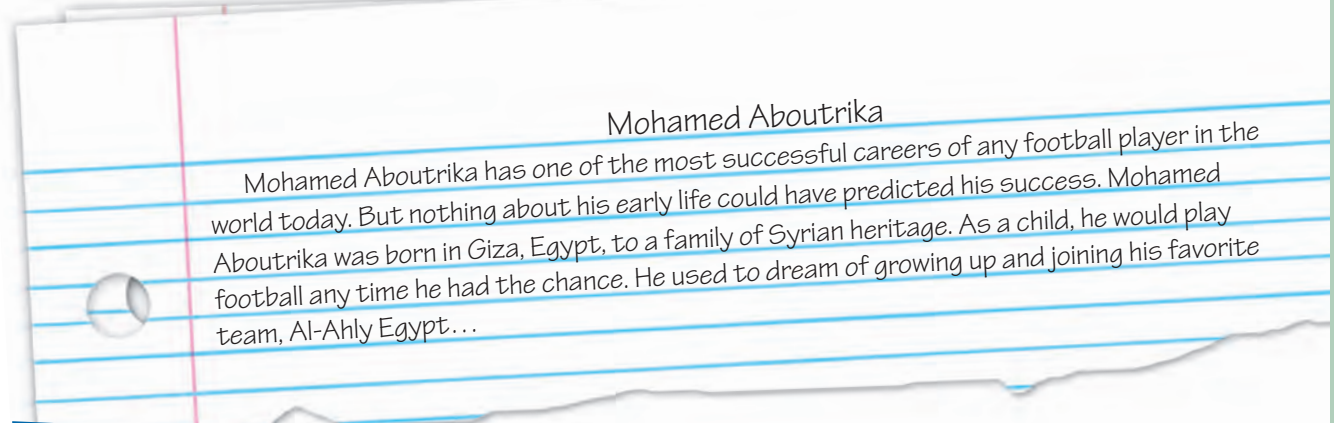
Ask students to categorize and group their essays according to field of study/specialty. For example, group all scientists together, group all medical achievers together etc , find photos and anecdotes and compile a section for their class portfolio.

Workbook

Assign page 18 for additional writing practice above word and sentence level.

- B.**
1. Choose a famous and/or wealthy person.
 2. Research information about this person's life, including the events (steps) that took the person from obscurity to fame or poverty to wealth.
 3. Note these events or steps in a chart.
 4. Write a descriptive essay about this person's life.

Name of Person:	
Step 1	
Step 2	
Step 3	



Writing Corner

When you write a descriptive essay about a person's life:

- distinguish the main life events from surrounding information.
- select key events that provide a complete picture of how someone's life developed from the time they were born.
- list the events in chronological order, then switch them around if you wish, e.g. *Having completed his studies, he proceeded to apply for any position that was advertised in his area of specialty.*
- use connectors to show the order of events such as: when; then; after; while.
- be as descriptive as possible: Describe the person's character, qualities and actions. Choose key events based on these qualities so that the reader has a clear picture of the person's character as well as the person's life story.

11 Form, Meaning and Function



Present Perfect Simple Tense

Use the present perfect to talk about actions that started at an indefinite time in the past. It is often used to talk about time from the past to now in a person's life.

Q: Have you **been** to Qatar?

A: Yes, I've **been** to Qatar. I **have visited** many places in the Middle East.

Use the present perfect to talk about recently completed actions.

Mohammad Abdul Latif Jameel **has contributed** greatly to the government's Saudization program in the Kingdom.

Use the present perfect simple to emphasis an action that started in the past and has continued until now and may continue in the future.

Li Ka-Shing **has lived** in China for all his life.



Time Expressions with *For* and *Since*

Use the present perfect simple tense with *for* to indicate the duration of the action: *for two months, for a year, for a long time.*

Use the present perfect simple with *since* to indicate when the action began: *since yesterday, since last June.*

Questions with *How Long*

Q: How long has the clothing store been in operation?

A: It's been in operation since 1975.
It's been in operation for 40 years..

A. Complete the sentences with *for* or *since*.

1. Hameed has had the same TV _____ 15 years.
2. I've had my laptop _____ last June.
3. We've worked on this project _____ a month.
4. My friends haven't visited me _____ my graduation.
5. We haven't used our car _____ a long time.
6. I've been drinking tea _____ years.
7. Tariq has worn glasses _____ the age of seven.
8. _____ when have you had that beautiful watch?

B. Complete the paragraph with the verbs in parentheses. Use the present perfect or simple past tense.

Amancio Ortega

The son of a railroad worker, Ortega is now Spain's richest man. When Ortega was (1. be) 13, he _____ (2. work) as a delivery boy for a shirtmaker and later _____ (3. become) the manager of a clothing store. He _____ (4. begin) making clothing in his living room and selling it to local stores.

Ortega _____ (5. have) an ability to predict what styles were going to be popular and to create these styles with inexpensive materials. Over the last 40 years, the clothing store _____ (6. gain) a reputation for selling designer fashions at reasonable prices. Today Ortega's company has more than 4,000 stores in 71 countries.



11 Form, Meaning and Function

Language Builder

We commonly use the present perfect to talk about actions that have happened at an indefinite time in the past or to talk about the duration of actions that have happened from the past up to now. We often use time expressions such as: *ever, never, so far, yet*.

We use the simple past to talk about actions that were completed in the past. We often use time expressions such as: *yesterday, last week, two days ago, a year ago, in the 19th century, in 2014*.

Present Perfect Simple Tense

- Review how to form the present perfect in the affirmative and negative forms: *has/have or hasn't/haven't + past participle*.
- Remind students that with regular verbs, the past participle is usually the same as the past. Then have students identify the past participles in the example sentences in the presentation. (visited, contributed, lived)
- Remind students that many common verbs have irregular past participles. Elicit the irregular past participle for the verbs: *do, be, go* (done, been, gone)

Time Expressions with *For* and *Since*

- Point out that we use the present perfect with *since* to talk about an action or state that started in the past and continues up to the present.
- Explain that we use *for* to talk about duration. Write an example on the board. For example, *We have lived in Muscat **since** May. We have lived here **for** 6 months.*

Questions with *How Long*

- Call on two volunteers to read out the question and answers. Ask students to practice different questions and answers in pairs, using the question form *How long* and *for* and *since* in the answer.

A

- Focus students' attention on the directions and ask them to complete the exercise alone.
- Call on volunteers to read out their answers. The class should listen carefully to check they agree.

Answers

- | | |
|----------|----------|
| 1. for | 5. for |
| 2. since | 6. for |
| 3. for | 7. since |
| 4. since | 8. Since |

B

- Ask students what they remember about the people they read about on pages 20 and 21.
- Students read the paragraph to check their ideas. Students complete the exercise alone and compare their answers in pairs.
- Call on volunteers to call out the answers and write them on the board. Have students self-correct errors or have the class correct any errors they see together.

Answers

- | | |
|-----------|---------------|
| 1. was | 4. began |
| 2. worked | 5. had |
| 3. became | 6. has gained |

2 Rags to Riches

Past Simple versus Present Perfect

- Have volunteers read aloud the questions and answers in the presentation. Highlight or elicit the form of the present perfect and underline the simple past in the examples.
- Explain that the present perfect is used to refer to an indefinite time in the past. That is, we do not know when something happened, or when it happened is not important. With the simple past, however, we know exactly when something happened.
- Refer students to the note and call on volunteers to form sentences of their own with a time expression.

Asking and Telling about Personal Experiences: *Have you ever ..?*

- Ask two students to take it in turns to read out the question and the answers.
- Write on the following on the board and ask students to complete it in five different ways:
Have you ever _____?
- All students should then stand up and walk around the room asking and answering the questions. For every *yes* answer, they should put a check mark. For every *no* answer, they should put a cross. Set a time limit of 10 minutes.
- Have students report back on their classmates' experiences.

G

- Tell students to complete the exercise alone and then compare their answers in pairs.
- Have volunteers role-play the conversations and practice correct stress and intonation patterns.

Answers

- | | |
|-------------------------|-------------------------------------|
| 1. given, haven't, gave | 3. Has, been, has, given, has, gave |
| 2. ate, were | 4. been, flew |

D

- Tell students to make notes in the chart before they ask and answer with a partner.

Answers

Students' own answers.

E

- Call on volunteers to tell the class about their partner's experiences, discussed in exercise D.

Answers

Students' own answers.

Workbook

Assign pages 19-20 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

Encourage students to become independent learners and not rely only on the teacher for answers. Students can learn from each other or look things up in dictionaries and other sources.

Past Simple versus Present Perfect

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or isn't important. Use the simple past tense when the exact time is given.

Present Perfect

A: Have you **ever met** a billionaire?

B: No, I've **never met** a billionaire.

Simple Past

A: When **did** he **start** the company?

B: He **started** the company in the late 70s.

Note: Time expressions we can use with the present perfect are: *yet, so far, ever, never, already, recently, lately, once, twice, etc.*

Asking and Telling about Personal Experiences: *Have you ever..?*

Have you ever ordered books online

Yes. **So far** this year. I've ordered 25 books online.
No. I've **never** ordered books online, but
I've **bought** other products through the Internet.
I **haven't** bought books online **yet**. I buy them
from the bookstore on the corner.



C. Complete the conversations. Use the present perfect and simple past. Then practice with a partner.

1. **A:** Have you ever _____ to charity?

B: No, I _____. Have you?

A: Yes, I _____ some clothes and books.

B: That's great! I want to make a donation, too.

2. **A:** I _____ tacos in Mexico years ago.

B: What did they taste like?

A: They _____ spicy.

3. **A:** _____ Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi always _____ a billionaire?

B: No, he hasn't.

A: _____ he ever _____ money to charity?

B: Yes, he _____. He _____ some of his wealth to charity in 2011.

4. **A:** I've never _____ in a helicopter.

B: I have. I _____ in one over the Red Sea.

A: I'd like to do that one day.

D. Make some notes in the chart below. Work with a partner. Ask and answer about your personal experiences.

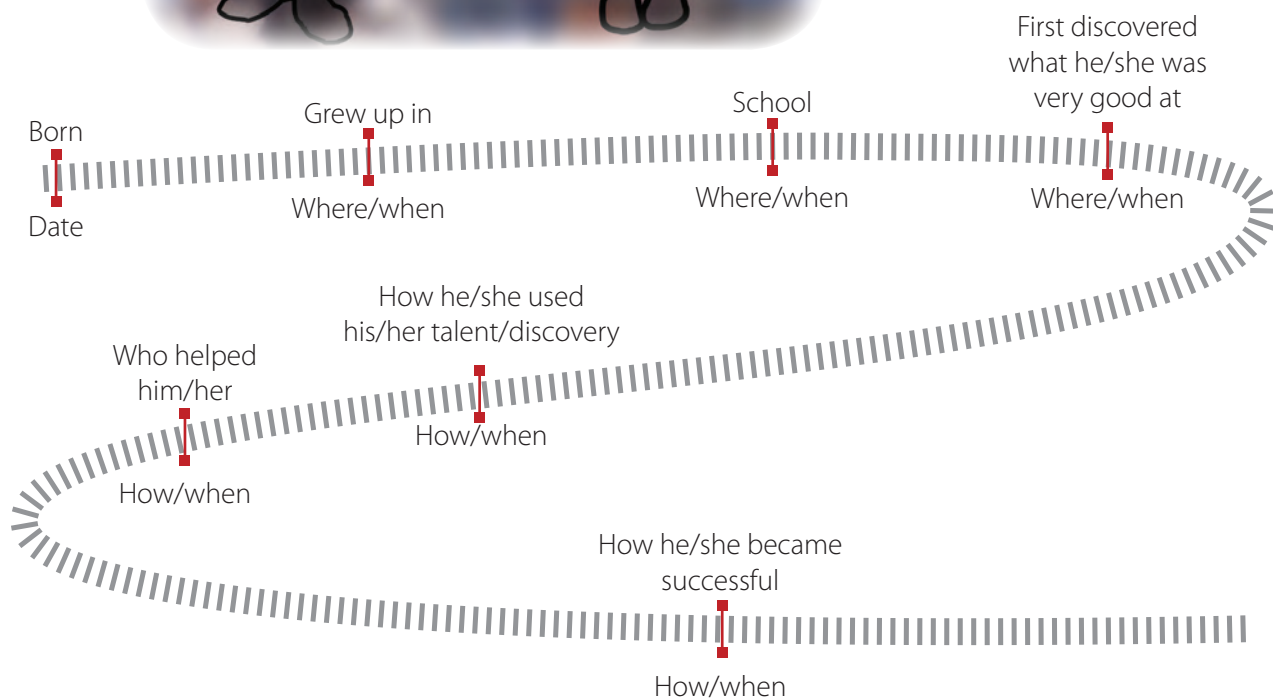
People I have met	Places I have been	Events I have attended
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



E. Tell your partner's experiences to the class.

12 Project

1. Think about a person you admire who could be a role model for you and your friends.
2. Research and collect information about his/her life and achievements. Make notes along the timeline below.
3. Draw the timeline on a large poster. Use your notes to write brief summaries at each point.
4. Include pictures or drawings to illustrate the person's achievements.
5. Present your poster in class. Allow time for questions afterward.



12 Project

- Read directions for task 1 and have students think about a person they admire that operates as a role model for them and /or their friends. Give them time to think and make notes.
- Call on individual students to report the person/people they admire and say why they admire them.
- Organize students into groups. Read 2 with the class and have students research, collect information and make notes. Allow them to add details if they wish. Circulate and monitor to make sure that they are focusing on relevant data and making notes.
- Ask students to read directions for task 3 and explain what they are required to do. Point to the timeline in their books and ask them to copy it on a large sheet of paper or cardboard that they are going to use for their poster. Remind them to assign tasks to different members of the group in order to make the best use of time and resources. Point out that it would be better if they decided on some of the points as a group. For example, planning what they are going to present and in what order.
- If there are students in the group who would prefer to present a poster about a different person, organize them in smaller groups.
- If students have access to a library and/or the internet, you could aim to complete this and do the presentation on the same day. If not, they will have to organize themselves carefully to share tasks and do their research and data collection *individually*, then coordinate and present as a group.
- Remind students to focus on their audience and select points to present accordingly.
- Give groups time to organize themselves and share the tasks that need to be completed among members of the group. Let students work on their posters/presentations.
- Circulate and monitor and/or help when necessary.
- If there is access to the internet in the classroom or in the library, encourage students to use it in order to access information, download pictures and design their slides.
- When the tasks have been completed, ask groups to coordinate all their work and work on the actual presentation both in terms of staging and materials. Circulate and make sure that students are following guidelines, focusing on content, using visuals as well as doing a trial run.
- Have groups present for the class on the same or a different day. Encourage them to involve as many members of their group as possible in the presentations.



Teaching Tip

Remind students to bear their audience in mind and select information accordingly. Remind them to create captions for pictures and to avoid including too much.



Additional Activity

Have students use a brief biography that they or someone else has written. Tell them that they are allowed to intersperse, delete or substitute words or information. They then read their modified text as naturally as possible for the rest of the students to spot the “defect” and stop them. If listeners spot 4 “defects” the presenters stop. Tell them that they might have done a similar activity in the last semester.

13 Self Reflection



- Brainstorm Rags to Riches. Write the title on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 20 and 21. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
What do you know about Mohammad Abdul Latif Jameel? What is he known for?
What was Amancio Ortega's special ability that contributed to his success?
What do you know about Li Ka-Shing's family background?
How did Steven Paul Jobs find himself back in Apple?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 22, 23, ask them some questions. For example:
 Complete the sentences with used to or be used to.
He _____ travel a lot when he was young.
Now, he _____ spending most of his time at home, reading.
She got really sick on the boat, she _____ sailing. She used to drive everywhere.

Answers:

- used to / is used to
- wasn't used to
- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 24, 25. Call on volunteers to say what they remember from the Conversation. Elicit expressions from volunteers.
- Have students reflect on ways to spend and ways to save money. Have students make notes in the chart.
- Write Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.

- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
What kind of business did Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi and his brother set up in Al-Qassim? How was the Al Rajhi Bank founded? What does SAAR stand for? What kind of activities is it involved in?
- Have students reflect on the Speaking activity. Which are the strengths/qualities that make one a good businessman? Can you name students who could be "good businessmen?" What qualifies them?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about e-commerce and/or Jeffrey Bezos. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 28 and 29 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Elicit ideas from the students and explain some of the benefits of this kind of work. List some aspect of project work on the board. For example:
Personalization
Creativity
Natural language use
Focus on meaning
Research/ collecting information
Using other knowledge
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



Things that I liked about Unit 2:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
_____	_____
_____	_____

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about fame and fortune			
discuss options			
use <i>used to</i> versus <i>be used to</i>			
use <i>would</i> for repeated action in the past versus <i>used to</i>			
use <i>was/were going to</i> (future in the past)			
use the present perfect simple tense			
use time expressions with <i>for</i> and <i>since</i>			
ask questions with: <i>How long...?</i>			
use the past simple and present perfect tense			
ask and talk about personal experiences using: <i>Have you ever...?</i>			

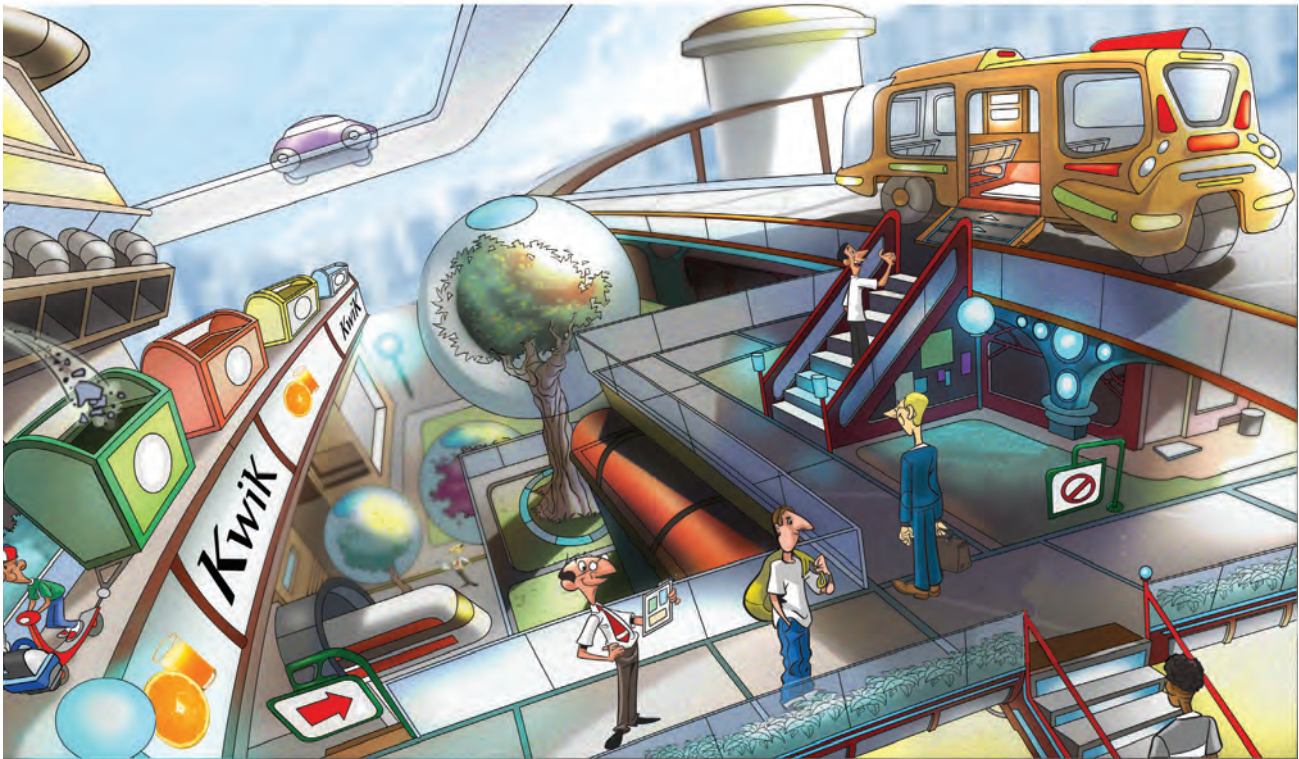
My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

3 What Will They Think of Next?

1 Listen and Discuss

1. What things that we take for granted today did people not have 100 years ago?
2. Name a discovery or development that you think people will have (or use) 100 years from now.

In 1900, a popular American magazine, called *Ladies' Home Journal*, published an article called "What May Happen in the Next Hundred Years," making predictions about what life would be like in the year 2001. Read and discuss the predictions.



People

People will be taller by one to two inches. This increase in height will be a result of better health, due to improvements in medicine, sanitation, and diet. The average life expectancy will have risen from the current age of 35 to the age of 50.

Language

There will be no C, X, or Q in the English alphabet as these letters will have been determined to be unnecessary. Spelling by sound will have been adopted. English will have become a language of condensed words. English will also be more extensively spoken than any other language. Russian will rank second.

Transportation Traffic

Cars will be cheaper than horses are today. Automobiles will have been substituted for every horse vehicle now known. A one-pound motor in one of these vehicles will do the work of a pair of horses or more.

There will be air-ships, but they will not successfully compete with cars and ships for passenger or freight traffic. They will be used mainly by the military.

There will be no traffic on the streets of large cities. All traffic, including subways, cars, and buses will be either below ground or high above ground. "Moving-sidewalk" stairways will connect them to the street level. The vehicles on the busy underground and overhead streets will have cushioned wheels. Therefore, there will be almost no noise in cities.

Unit Goals

Vocabulary

Inventions
Lifestyle changes
Technology
Tourism

Functions

Discuss technology
invented over the last
100 years
Discuss technology
of the future
Make predictions
about life in the
year 2100
Persuade

Grammar

Future Perfect
Future Perfect Progressive
The Future with Dependent
Time Clauses

Listening

Listen for specific
information

Pronunciation

Consonant clusters

Reading

An Out-Of-This-World
Vacation

Writing

Write a discursive essay

Form, Meaning and Function

Simple Present versus Past
Simple
Words Connected with
Space and the Planetary
System: 1

Warm Up

- Write on the board the introductory questions on page 34:
 - What things that we take for granted today did people not have 100 years ago?**
 - Name a discovery or development that you think people will have (or use) 100 years from now.**
- Arrange students in small groups. Have them discuss the questions with their books closed. Assign one student in each group the role of reporter.
- Call on the reporters to report back to the class about their group's discussion.

1 Listen and Discuss



Play the audio for pages 34 and 35 with students' books still closed. Have students listen for general understanding.

- To check general comprehension, ask: **What topics were discussed?** (people, language, transportation, traffic, media, deliveries, communication) Elicit and write on the board all of the topics that students can remember.

- Have students open their books and look at pages 34 and 35 to find any missing topics. Have them call them out while you write them on the board.



Play the audio again while students listen and read along.

- Focus students' attention on the pictures. Ask: **What predictions does the picture on page 34 illustrate?** (the predictions about transportation and traffic) **Does this look like a modern city?** Elicit that some aspects of the predictions have come true. For example: Automobiles have replaced all horse vehicles. Subways and tunnels allow people to move underground. There are elevated trains and roadways that allow people to travel overhead as well. Escalators and moving sidewalks are used to transport people. Ask: **What predictions about transportation and traffic have not come true?** (Vehicles do not have cushioned wheels, although modern tires are probably quieter than tires in 1900. Cities are still noisy.)
- Ask: **What predictions does the picture on page 35 illustrate?** (the predictions about media, deliveries, and communication) **Which predictions have come true?** (It is easy for a person in New York to speak to someone in China wirelessly.) **Which predictions shown in the picture have not come true?** (Tubes are not able to deliver goods to homes from stores.)
- Elicit any other observations about the pictures from students. Ask: **Do these pictures look more like life in 1900 or life today? Why?**

3 What Will They Think of Next?

Quick Check

A

- Have a student read aloud the directions and the list of vocabulary words in the left column.
- Give students time to find and underline all of the vocabulary words in the article.
- Tell them to use the context of the words in the article to help them guess the meaning. Then have them work individually to match each word with its definition.
- Check answers as a class by calling on students to read aloud the matched up words and definitions.

Answers

- | | | |
|------|------|------|
| 1. e | 3. f | 5. d |
| 2. b | 4. c | 6. a |

B

- Call on volunteers to read aloud the questions.
- Have students work individually to find and write down the answers, referring back to the article as necessary.
- Have students compare their answers with a partner. Then check answers as a class. Call on multiple students to answer questions 4 and 5 since answers to those questions will vary.

Answers

Answers will vary. Sample answers:

1. The average life expectancy in 1900 was 35 years.
2. He thought there would be no C, X, or Q; spelling would be by sound; the language would be condensed; and English would be the most widely spoken language. The prediction about English being the most widely spoken language came true.
3. He was probably thinking about airplanes.
4. Automobiles have replaced all horse-drawn vehicles.
5. There will never be tubes connecting houses to a store. This is impossible.

2 Pair Work

- Read the directions with the class. If the categories from the article are not still on the board, rewrite them as column heads. (**People, Language, Transportation, Traffic, Media, Deliveries, Communication**)

- Have students work in pairs to write one prediction for each category.
- Have students go to the board and write their predictions in a list under each category.
- Read and discuss the predictions as a class. Do students agree on what the year 2100 will be like?

Workbook

Assign page 21 for practice with the vocabulary of the unit.



Teaching Tip

It's a good idea to let students check their answers together before eliciting them in front of the class. (1) It gives them the chance to correct errors on their own. (2) It builds confidence to find out that questions they had trouble with also gave their classmates trouble. (3) It allows students the opportunity to teach and learn from each other.



Additional Activity

Additional predictions that were contained in the 1900 *Ladies' Home Journal* article had to do with food. Read and discuss the following predictions with the class. Ask: **Which have come true? Which have not come true?**

- Strawberries and raspberries as large as apples will be eaten by our great-great-grandchildren.
- Liquid-air refrigerators will keep great quantities of food fresh for long intervals.
- Scientists will have discovered how to modify summer fruits so that they can be stored and stay fresh throughout the winter. Once they figure this out, people are going to keep fruits like cantaloupes for three or four months at a time.



In the early 1900s, when people first began driving cars, there were not many paved roads. The roads were very rough and drivers faced flat tires, fires, and explosions! Drivers had to bring tools, spare parts, and food in case of a breakdown.



Media

Photographs will be telegraphed from any distance. If there is an important event happening halfway around the world, photographs of the event will be published in newspapers an hour later.

Deliveries

When people make purchases from stores, their purchases will be delivered by tubes, connected from the store to houses. These tubes will also collect, deliver, and transport mail over distances, perhaps for hundreds of miles.

Communication

Wireless telephone circuits will span the world. A person in New York will easily be able to call someone in China.

Quick Check

A. Vocabulary. Match each word to its definition.

- | | |
|----------------------|----------------------------------|
| 1. _____ circuits | a. extend across |
| 2. _____ condensed | b. shortened |
| 3. _____ determined | c. covering a wide range or area |
| 4. _____ extensively | d. position in an ordered group |
| 5. _____ rank | e. paths for electrical currents |
| 6. _____ span | f. decided |

B. Comprehension. Answer the questions.

1. What was the average life expectancy in 1900?
2. What predictions did the author make about the English language? Have they come true?
3. What do you think the author was referring to when he used the term *air-ships*?
4. Choose a prediction and give an example of how it has come true.
5. Which prediction do you think is the least likely to ever come true? Why?

2 Pair Work

Work with a partner to make predictions about the year 2100. Create one prediction for each of the categories in the article. Discuss your predictions with the class.

3 Grammar

Future Perfect

The future perfect is used to express the idea that an action will be completed in the future, before another event or before another specific time in the future. The future perfect is formed with *will have* + past participle.

By the time my children are grown, scientists **will have found** a solution to global warming.

The car company **will have introduced** their new models by November.

Future Perfect Progressive

The future perfect progressive is used to focus on the duration of an action that will be happening in the future before another time or event happens in the future. The future perfect progressive is formed with *will have* + been + present participle.

By the year 2020, people **will have been flying** for 117 years.

Note: Sometimes either the future perfect or the future perfect progressive can be used to express the same idea.

By 2020, I **will have been living** in Sao Paulo for 15 years.

By 2020, I **will have lived** in Sao Paulo for 15 years.

The Future with Dependent Time Clauses

We can talk about a future event using a time clause with *when*, *before*, *after*, *while*, *until*, and *since*. A present tense verb form (not a future form) is used in the time clause, and *will* or *be going to* are used in the main clause.

My father **will** keep using his old-fashioned cord phone **until it breaks**.

When he finishes working on his invention, he's **going** to let me try it out.

A. Use the future perfect to combine the future events into one sentence, using *by* or *by the time*.

 **1st Event:** I will take all my final exams. **2nd Event:** The end of June will come.

By the end of June, I will have taken all my final exams.

1. **1st Event:** It will start to rain.

2nd Event: We will arrive at the picnic.

2. **1st Event:** I will fall asleep.

2nd Event: This DVD film will be over.

3. **1st Event:** I will get married and have children.

2nd Event: 2020 will come.

4. **1st Event:** My father will work at his company for 20 years.

2nd Event: He will retire.

5. **1st Event:** He will decide which college to attend.

2nd Event: February will come.

6. **1st Event:** The food will get cold.

2nd Event: You will come to the table.

7. **1st Event:** He will learn to drive.

2nd Event: He will graduate.



3 Grammar

Future Perfect

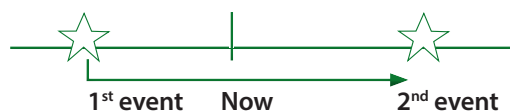
- Read the explanation with the class.
- Draw a timeline on the board to illustrate the concept of the future perfect. It may look something like the following:



- Plot the example sentences in the book on the timeline. Write on the board: ***By the time my children are grown, scientists will have found a solution to global warming.*** Ask: ***Which event will happen first in this sentence?*** (Scientists will find a solution to global warming.) Point to the first star on the timeline. Ask: ***Which event will happen second in the future?*** (My children will be grown.) Point to the second star on the timeline. Follow the same procedure with the second example sentence in the book: ***The car company will have introduced their new models by November.*** (1st event = The car company will introduce their new models; 2nd event = November)
- Direct students to exercise **A** on this page to practice the future perfect.

Future Perfect Progressive

- Read the explanation with the class.
- Draw a timeline on the board to illustrate the concept of the future perfect progressive. For example:



By the year 2020, people will have been flying for 117 years.

- Point out that in this sentence, the 1st event (flying) began in the past and continues into the future up until the second event (the year 2020).
- Direct students to exercise **B** on page 37 to practice the future perfect and future perfect progressive together.

The Future with Dependent Time Clauses

- Read the explanation with the class.
- Have students read aloud the example sentences.
- Emphasize that when using a time clause, the verb in the time clause is in the present tense. Only the main verb in the sentence uses *will* or *be going to*.
- Direct students to exercise **C** on page 37 to practice using the future with dependent time clauses.

A

- Have a student read aloud the directions and the example. Tell students they must first read the events. Then they use *by* or *by the time* to correctly join the events into a sentence.
- Have students work individually to write their sentences. Then have them compare answers with a partner.
- Check answers as a class by calling on students to write their sentences on the board.

Answers

Answers will vary. Sample answers:

1. By the time we arrive at the picnic, it will have started to rain.
2. I will have fallen asleep by the time this DVD film is over.
3. By 2020, I will have gotten married and had children.
4. By the time my father retires, he will have worked at his company for 20 years.
5. He will have decided which college to attend by February.
6. By the time you come to the table, the food will have gotten cold.
7. He will have learned to drive by the time he graduates.

3 What Will They Think of Next?

B

- Have a student read aloud the directions and the example. Point out that they will have to do simple math for each sentence to calculate the length of time the future event has been in progress.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on students to read their completed sentences aloud.

Answers

Answers will vary. Sample answers:

1. By 2020, they will have been married for 30 years.
2. By next week, he will have been a vegetarian for four weeks.
3. By November, he will have been working there for 10 months.
4. By 8:00, you will have been studying for four hours.
5. If I lose another 2 kilograms, I will have lost 7 kilograms.
6. By 2020, I will have lived in Singapore for 22 years.
7. If she gets here in 10 minutes, we will have waited for 30 minutes.
8. In another half hour, it will have been playing for three hours.

C

- Have a student read aloud the directions and the example.
- Do the first sentence together as an additional example. Write the sentence on the board. Elicit from students which part of the sentence is the time clause. (when they ____ the order) Ask: **How do you know?** (the word *when* begins the clause) Ask: **What tense is the verb in a time clause?** (present tense) **What tense is the main verb in this sentence?** (the future) Elicit the correct complete sentence. (*The company **will manufacture** the parts when they **receive** the order.*)
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on students to read their completed sentences aloud.

Answers

Answers will vary. Sample answers:

1. The company will manufacture the parts when they receive the order.
2. After I make a million dollars, I am going to buy my parents a house.
3. I am going to travel the world before I get married and settle down.
4. He will run to the store before it starts raining.
5. When you drive down the road, you are going to see a large, red building.
6. Are you going to argue with me until I change my mind?

D

- Read the directions with the class.
- Arrange students in pairs. Have partners work together to describe the pictures. One student describes the picture of today's family and the other describes the family of 2050.
- Have students work individually to copy down the first sentence of the paragraph and then complete it with their own ideas. Give students a minimum number of sentences to write, such as five.
- Call on a few volunteers to read their paragraphs for the class.

Workbook

Assign pages 22–24 for practice with the grammar of the unit.



Teaching Tip

When students say or write an answer on the board, give them time to realize they've made a mistake and try to correct it themselves. If they can't, check to see if a classmate can help before you do.



Additional Activity

Do a quick chain grammar practice. Say a time in the future and have a student say what they will have done by that time. For example, say: **2015**. Student A says: *By 2015, I will have graduated from college.* Then Student A says another time (for example: 2025) and calls on Student B to give a sentence (*By 2025, I will have gotten married.*). Continue until all students have given a sentence.



- The *San Antonio Light* published an article in 1939 predicting that in the future, cars would run off of solar energy and would be able to be folded up into portable packages.
- The *Kid's Whole Future Catalog* of 1982 predicted that school would no longer take place in a four-walled classroom, but in a soaring airship on a journey around the world.

- B. Use the future perfect or the future perfect progressive to complete each sentence.
In some cases, both forms are possible.

💡 Sheri started studying biology in 2013.
By 2017, she will have been studying biology for four years.

1. My parents got married in 1990. By 2020, _____.
2. My brother became a vegetarian three weeks ago. By next week, _____.
3. Jasim started his new job in February. By November, _____.
4. You started studying at 4:00. By 8:00, _____.
5. I've already lost five kilograms on my diet. If I lose another two, _____.
6. I moved to Singapore in 1998. By 2020, _____.
7. We started waiting 20 minutes ago. If she gets here in 10 minutes, _____.
8. This TV show started two-and-a-half hours ago! In another half hour, _____.

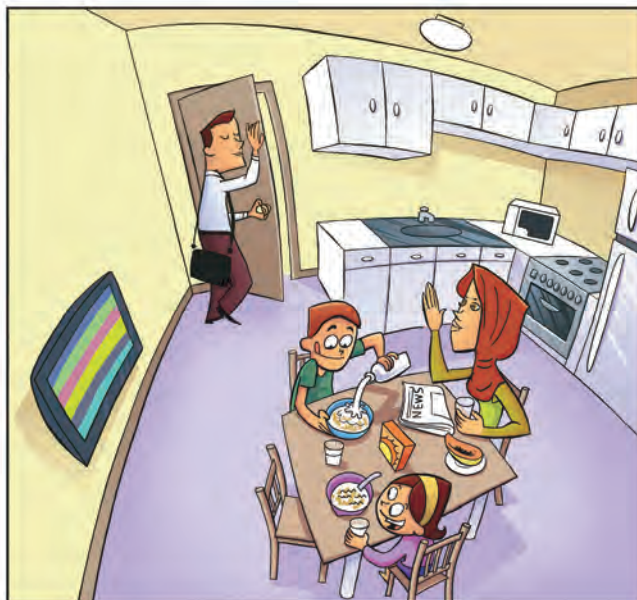
- C. Put the verbs in parentheses in either the future tense (**will** or **be going to**) or the present tense.

💡 I 'll call (call) you as soon as I get (get) home.

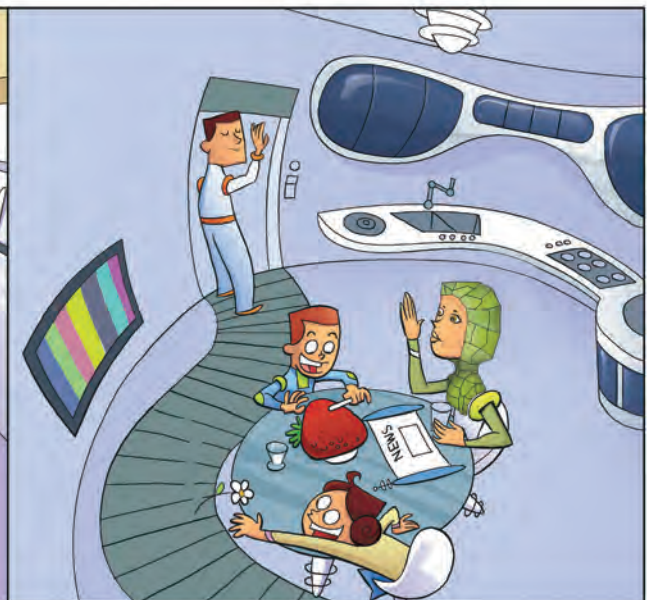
1. The company _____ (manufacture) the parts when they _____ (receive) the order.
2. After I _____ (make) a million dollars, I _____ (buy) my parents a house.
3. I _____ (travel) the world before I _____ (get) married and settle down.
4. He _____ (run) to the store before it _____ (start) raining.
5. When you _____ (drive) down the road, you _____ (see) a large, red building.
6. _____ you _____ (argue) with me until I _____ (change) my mind?

- D. Look at the pictures. Then complete the paragraph about how life will be different in the year 2050.
Use the future perfect, future perfect progressive, and the future with dependent time clauses.

While some things will have stayed the same for the average family in 2050,
some things will have changed dramatically...



Today's family



The family of 2050

3 What Will They Think of Next?

4 Conversation

- Edward:** Grandma, you've been **lugging** that book around all weekend.
- Grandma:** If I want to read it, what choice do I have?
- Edward:** You can **ditch** the book and get an electronic book reader.
- Grandma:** A *what*?
- Edward:** An electronic book reader. They're these great little devices that let you read books electronically. So, you read on screen instead of on paper.
- Grandma:** But I like reading on paper.
- Edward:** Trust me, Grandma. In a few years, no one is going to be reading books printed on paper anymore. Paper books will have disappeared.
- Grandma:** I don't like all this new technology. I'm happy with things the way they are.
- Edward:** You really should **check out** e-book readers. One of the advantages is that you can buy, download, and start reading a book in minutes. Another great thing about it is that you can carry hundreds of books with you without it being heavy.
- Grandma:** Why would I want to carry hundreds of books around with me?
- Edward:** Grandma, I'm sure if you just gave it a try, you'd find that you actually prefer it. Why not **go with the flow**?
- Grandma:** I think this is all just a lot of **hoopla**. I've been reading my books on paper for 68 years, and I'm not about to change that now.



Real Talk

- lugging** = carrying, especially something heavy or awkward
ditch = leave, get rid of
check out = look at something in order to evaluate it
go with the flow = accept things
hoopla = excitement created by a large amount of publicity

About the Conversation

1. What does Edward want Grandma to try?
2. What arguments does he make?
3. Is Edward successful in persuading Grandma? Why or why not?

Your Turn

Role-play with a partner. Tell your partner about something you use or do, such as a kind of technology or a sport. Try to persuade your partner to try it. Use phrases for persuading.

Persuading

- (I'm sure) if you just give it a try, you'll find that...
Look at it this way...
One of the advantages is...
One reason you should consider...
Trust me on this...
What's great about this is...

4 Conversation

- Have students cover the conversation and focus their attention on the pictures. Ask: **What do you think the old lady is doing?** (She is reading a book.) **What device do you see?** (an electronic book reader or e-reader) Ask students: **Do any of you use an e-reader? What do you like about it? What don't you like about it? How many books can it hold?**



Play the audio. Have students just listen with the conversation still covered.



Play the audio again. Have students listen and read along.

Real Talk

- Model the words and phrases for students to repeat. Explain that all of these are informal words and expressions that are used in casual conversation. They would not be used in formal writing.
- Ask questions about the phrases to help students understand their meaning in the context of the conversation. For example, ask:

What is Grandma lugging around? (her book)

What does Edward want Grandma to ditch?
(her book)

What does Edward suggest Grandma check out?
(e-book readers)

If Grandma goes with the flow, what will she do?
(read from e-book readers rather than books)

Why does Grandma think using e-book readers is hoopla? (She thinks they are just the latest fad.)

- Encourage students to use these words and phrases in real conversation. Arrange students in pairs to discuss the following questions. Sample answers are included in parentheses in case students need additional examples to help them understand.

What is something that you dislike lugging around?
(I don't like lugging around all of my books during the day. They are so heavy.)

What is something you would like to ditch? (I'd like to ditch my old laptop and get a new lighter one.)

When you go to the mall, what do you like to check out? (I always go to the video game store to check out what's new.)

Sometimes is it easier to go with the flow? Explain.
(I didn't want to go to watch a film last weekend but everyone else did so I just went with the flow.)

Name a recent product that there has been a lot of hoopla about. (There was a lot of hoopla about the new video game, but it turned out to be not very good.)

- Have students practice the conversation with their partners, switching roles.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- Check answers by calling on students to read the questions aloud and answer them.

Answers

Answers will vary. Sample answers:

1. He wants her to try reading on an electronic book reader.
2. E-book readers can hold hundreds of books. You can buy, download, and start reading a book in minutes.
3. Edward does not persuade Grandma. She doesn't want to change.

Your Turn

- Call on a volunteer to read the directions aloud.
- Direct students' attention to the box with the expressions for *Persuading*.
- Have students find examples of the phrases for persuading in the conversation. (Trust me..., One of the advantages is..., Another great thing is..., I'm sure if you just gave it a try...)
- Brainstorm a few ideas with the class for things you might persuade your partner to try; for example: a new website to download films from or a new brand of skateboards.
- Arrange students in pairs to role-play conversations, using phrases for persuading. Then have them switch roles so that both students have the chance to persuade. As students are working, go around the room and help as necessary. Make sure that students do not write their conversations, as the focus here is speaking practice.
- Have one or two pairs act out their conversations for the class.

3 What Will They Think of Next?

5 Listening

- Read aloud the directions. Have students study the chart to see what information they will listen for.
-  Play the audio. Tell students to listen but not to write their answers at this time.
-  Play the audio once for students to write the advantages of each news format. Play it again for them to write the disadvantages.
- Have students check their answers in pairs and discuss question 2.

Answers

1.

	Advantages	Disadvantages
Print	large, lightweight, portable	not up-to-the-minute news; not free
Online	free; up-to-the-minute news, interactivity, video capability	computer screen graphics
Electronic	look more like paper than a computer screen; large, lightweight, portable; savings for newspapers	

2. *Answers will vary.*

Audioscript

Since the early 17th century, newspapers have had the same general format. The news has been printed in ink on paper. Then the newspapers have been circulated to a particular area. However, the Internet brought great change to the newspaper industry. To stay competitive, it became important to have an online presence. Today most major newspapers around the world have an online version of their print paper.

Online newspapers present some important advantages. For example, they can present up-to-the-minute news, instead of having to wait to print the next edition of the paper. An advantage to the reader is that most online news sources are free.

However, it seems almost certain that there are further changes ahead for the way newspapers are presented and sold. Most people in the newspaper industry feel that the next step will be electronic newspapers. Electronic newspapers would use technology related to today's electronic book readers. Like these readers, e-newspapers would use e-ink. Like a computer screen, e-ink has the ability to instantly refresh and change images. However, e-ink uses paper instead of a computer screen, so e-ink images look more like the images in actual books and newspapers.

The electronic newspaper will have the look and feel of a print newspaper in other ways as well. It will be as large as the typical print newspaper, with a lightweight, portable screen that is flexible enough to be rolled or folded like a newspaper.

The e-newspaper will combine these advantages of print newspapers with the advantages of online media, such as constant and instant updates, interactivity, and video capability. Replacing print newspapers with e-newspapers will mean that newspaper companies would no longer have the enormous costs of printing, manufacturing, and delivering newspapers. This will mean tremendous savings. One newspaper publisher predicts, "By 2030 we will have shifted to an electronic format, and we will have stopped printing paper newspapers completely. When that day comes, newspapers are going to go back to being the most important source of news for the public

6 Pronunciation

-  Play the audio of the explanation as students read along in their books.
-  Play the audio of the sentences for students to listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with their meanings.

Answers

1. c 2. e 3. g 4. f 5. b 6. a 7. h 8. d

B

- Have students compare answers with a partner.

Workbook

Assign page 25 for additional reading practice.



Teaching Tip

Students should first understand the main ideas of a listening before they listen for details. Let them listen to a passage once for general understanding before asking them to listen to complete an activity.



Additional Activity

Draw a 6-column chart on the board with the headings *br*, *pl*, *st*, *str*, *spr*, and *gr*. Have students work in pairs to list as many words as they can that contain these consonant clusters in each column. Then have them practice saying the words.

5 Listening



Listen to the information about the future of newspapers.
Then complete the chart with the advantages and disadvantages of each news format.

1.

Newspapers	Advantages	Disadvantages
Print		
Online		
Electronic		

2. What do you think some disadvantages of the electronic newspaper might be?

6 Pronunciation

Consonant clusters may contain two or three consonants, for example: **broken**, **plan**, **understand**, **street**, **spray**, **hungry**. Be careful not to separate the consonants in a cluster with a vowel sound or add a vowel sound before the cluster. Listen and practice.

- The Internet **brought** **great** change to the newspaper **industry**.
- To **stay** competitive, it soon became important to have an online **presence**.
- Newspapers could **present** up-to-the-minute news, **instead** of having to wait to **print** it.
- The **electronic** newspaper reader will have the look and feel of a **print** newspaper.
- It will have a portable **screen** that is **flexible**.
- One newspaper **publisher** **predicts**, "By 2030, we will have **stopped** **printing** paper newspapers **completely**."

7 Vocabulary Building

A. You will see the following words in the reading on pages 40 and 41. Match the words with their meanings.

- | | |
|----------------------|--|
| 1. _____ chain | a. extremely difficult |
| 2. _____ commonplace | b. a path in space followed by a planet, moon, or spacecraft |
| 3. _____ estimated | c. a group of businesses owned by the same company |
| 4. _____ lucrative | d. expensive |
| 5. _____ orbit | e. frequent or usual |
| 6. _____ rigorous | f. producing a lot of money |
| 7. _____ simulate | g. given an approximate cost |
| 8. _____ steep | h. imitate |

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading

Before Reading

If you could go into space, would you? Why or why not?

AN OUT-OF-THIS-WORLD VACATION



Things that once seemed impossible often become commonplace with the passing of time. There are people predicting that this will happen with space tourism in the next decade or two. Some are even investing in and developing space tourism technology, believing that space tourism will be the next big thing. They imagine a future in which space travel will have become a reality for millions of ordinary people.

At the moment, space tourism is only a possibility for the incredibly wealthy. In 2001, American multi-millionaire Dennis Tito paid \$20 million to become the first space tourist. After eight months of rigorous training, Tito traveled aboard a Russian capsule that was launched by an American company called 'Space Adventures.'

He then spent seven days aboard the International Space Station. Since then, a number of other millionaire space tourists of different nationalities have gone into space.

Although up to now only very wealthy people have had the opportunity to be space tourists, many see this as the beginning of what will eventually become a lucrative new industry. There are several companies that have already invested millions of dollars in developing new, reusable launch vehicles. Their goal is to lower launch costs enough to make it possible for the average person to buy a ticket to space. The Japanese Rocket Society, for example, has set a target price of one million yen (about \$10,000).

Virgin Galactic, a British company owned by Richard Branson's Virgin Group, has been working on plans for sending people into space for years. The company is about to begin testing of their eight-seat spacecraft, and expects that they will have worked out any problems by 2020. When the spacecraft is shown to be safe, Virgin Galactic will begin their flights. Although tickets are a steep £100,000 (\$160,000), amazingly, the first year of flights has already been booked. One of these future passengers is Lisa Ramirez, a mother of three. When asked why she was prepared to spend so much money on a Galactic flight, Ramirez explained, "I'm 58 years old, and by the time this happens, I will have been dreaming of going to space for at least 45 years!"

There are even companies working on plans to build hotels for space tourists. The Shimizu Corporation, a giant Japanese construction company, has detailed plans for a hotel they expect to complete by 2020. They believe that by then they will have created a 63-room hotel which will orbit 279 miles (450 kilometers) above the surface of Earth. The hotel will slowly spin in order to produce enough force to simulate Earth's gravity. It is estimated that such a space hotel would cost 6 to 12 billion dollars, and would take about six years to build.

Since water was discovered on the moon in 1998, the multi-national hotel chain, Hilton Hotels, has been working on plans for a hotel on the moon. The plans call for a 5,000-room complex with a beach, a working farm, a medical center, and even a school. Two huge solar panels will generate the power. Hilton is working on this project with experts at NASA.



8 Reading

- With students' books closed, ask: **What is space tourism?** (when ordinary people visit space for vacation) **Do you think space tourism will become common in your lifetime?** Elicit students' opinions.
- Arrange students in pairs to discuss the **Before Reading** question: **If you could go into space, would you? Why or why not?** After a few minutes, elicit answers from a few pairs.
- Ask students to open their books to pages 40 and 41. Have them look at the title and pictures. Say: **The title of this article is An Out-of-This-World Vacation.** Ask: **What does out-of-this-world mean?** Elicit that this phrase has two meanings in this context: (1) It means literally outside of our world, in outer space; and (2) it means extraordinarily exciting and great. Elicit or give a few examples of the phrase out of this world with the second meaning. For example: **Ahmed is an out-of-this-world football player. He is sure to play on a professional team. or I had an out-of-this-world meal at the new Thai restaurant. It was the best food I've ever tasted.**

READING STRATEGY Predicting

- Ask students: **What do you think this article will be about?** (space tourism) Ask: **What do you think you will learn from this article?** Give students time to each write down three things they think they will learn. If students are unsure what to write, as an example, write on the board: **I think I will learn who has taken a vacation in space.**
- Elicit answers from students and write them on the board.
- ▶ Play the audio. Have students listen for the predictions on the board.
- Check to see which predictions students got right. Explain to students that taking the time to think about and make predictions before they read will prepare them for reading and increase their understanding.
- ▶ Play the audio again. Have students open their books and read along as they listen.
- Ask a few general questions to check comprehension. For example, ask:
Does space tourism exist now? (Yes, but only for a few very wealthy people.)
Does the author think that space tourism will become common in the future? (yes)

What will space tourists do for fun? (float around in the zero gravity, and observe the stars and surroundings)

- For additional vocabulary practice, refer students back to the Vocabulary Building exercise on page 39. Have them find and underline each of the words in the article.
- Call on students to use each vocabulary word in a sentence to explain how it is used in the context of the reading. Sample answers may include:
 Hilton Hotels is a hotel *chain* that is working on plans to build a hotel on the moon.
 The writer thinks that space tourism will become *commonplace* at some point in the future.
 People have *estimated* the cost of building a hotel in Earth's orbit to be very expensive.
 Space tourism may be a *lucrative* industry if the costs can be lowered enough for average people to afford.
 A Japanese company plans to build a hotel that will *orbit* Earth.
 The first space tourist had to undergo *rigorous* training in order to travel to the International Space Station.
 In order for a hotel to orbit Earth, it will have to spin to *simulate* Earth's gravity and not float away.
 Currently, the price of traveling into space is very *steep*. It is too expensive for average people.

Language Builder

The informal word *steep* means *very expensive*. There are many more synonyms and idiomatic expressions to express this meaning. Here are a few:

a pretty penny, an arm and a leg, big-ticket, out of sight, pricey, rich, ritzy, sky high, stiff, and swank.

3 What Will They Think of Next?

After Reading

- Read the directions aloud. Have students work individually to write *true* or *false* for each statement, looking back at the article as necessary to find the answers. Have them rewrite each false statement to be true.
- Have students check their answers with a partner. Then check answers as a class by calling on pairs for their answers.

Answers

1. false (He paid 20 million dollars.)
2. false (The first year of flights is already booked.)
3. true
4. false (The hotel will spin in order to reproduce Earth's gravity.)
5. false (The moon hotel will be powered by solar power.)
6. true

9 Speaking

- Arrange students in small groups to discuss the questions.
- To keep students on task, give them about five minutes to discuss each question.
- Assign the roles of leader, writer, and reporter. The leader makes sure that each student is contributing ideas. The writer takes notes on the group's ideas. (The writer should list the advantages and disadvantages that the group comes up with).
- When time is up, the reporter summarizes their group's discussion for the class. Encourage the rest of the class to respond to the reporters and ask questions about ideas they are interested in.

Workbook

Assign pages 26-27 for additional writing practice at word and sentence level.



Teaching Tip

Circulate and monitor group discussions. Be ready to offer ideas to bring lagging conversations back to life, to prevent students from monopolizing conversations, and to offer encouragement and help as necessary.



Additional Activity

Arrange students in small groups. Each student has a dictionary. Choose a target word from the Reading. Say the word and read the sentence aloud. For example, say: **Space. At the moment, space tourism is only a possibility for the incredibly wealthy.** All students race to find the word in the dictionary and then stand up. When all members of the group are standing, groups discuss which definition of the word *space* fits the context of the sentence. The first team to agree on the correct answer wins.



Project: Tourism in the Future

Working in groups, have students think of another type of tourism that may exist in the future, such as under-the sea vacations. Have each group pretend to be a travel company that is advertising their vacation. They create a presentation and poster for the class. After the presentations, groups vote on which vacation sounds like the most fun as well as which is the most likely to happen.



Some companies estimate that space tourism will begin to take off as early as 2012, with a large number of passengers taking a two-hour space flight. The cost will be about \$200,000.

You may wonder what space tourists will do while in space. To begin with, most will probably want to spend some time simply enjoying the incredible sight of Earth from space. After that, no doubt they will spend some time gazing at the amazingly bright stars, and will take a space walk or two. When space tourists have had their fill of observing, they are likely to spend hours amusing themselves floating and doing acrobatics in the zero gravity of space. This zero gravity could provide endless recreational opportunities, including swimming in a zero gravity swimming pool in which people move through a floating mass of water.

With so much research, energy, and money being poured into space tourism, it is clear that it is a matter of *when*, rather than *if* space tourism will become a reality.



After Reading

Answer **true** or **false**. Rewrite the false statements to make them true.

- _____ The first tourist in space paid two million dollars.
- _____ Virgin Galactic is struggling to book its first year of flights.
- _____ A Japanese construction company has plans to build a hotel in space.
- _____ The entire hotel will experience zero gravity.
- _____ The Hilton Hotel chain plans to power a moon hotel with wind power.
- _____ Hilton Hotels is working on the moon hotel with NASA.

9 Speaking

- Work in groups/pairs. Think about space tourism in the future. Do you think it will happen? Why? Why not?
- What do you think some of the advantages and disadvantages will be?
- Think about transportation, accommodation, cost, and advertising.
- Make notes in the chart and use them to help you present your opinion and discuss in class.

Advantages of space tourism	Disadvantages of space tourism	My opinion
		Space tourism will / will not happen. Reasons:

3 What Will They Think of Next?

10 Writing

- A. 1. How do you think the world will have changed by the year 2050? Think about cities, crops, manufacturing, vehicles, trade, homes and other buildings, measures to protect people from environmental factors such as possible radiation from nuclear power stations, etc.
2. Do you think changes will be good or bad? Why? Why not?
3. Read the essay about the future and find out what will have happened or will be happening and make notes about:
- cities
 - industry/manufacturing
 - shopping/commerce
 - hospitals
 - land
 - vehicles/transportation
 - homes/buildings
 - biospheres/shields
- Compare notes and discuss in groups or in class.
4. What do you think of the vision of the future presented in the essay? Which points do you agree/disagree with? Why?



By 2050, the world will have changed for the better in some ways and for the worse in others.

Cities will have expanded beyond conceivable limits and space will be restricted to a minimum.

Land will be used to grow fuel crops rather than food and this will increase food shortages. Industry as we know it will have changed to accommodate new recycling systems that will optimize available materials to an extreme and save natural resources.

Conventional vehicles will have become obsolete. New small vehicles and tele-transportation will have been introduced. Conventional shopping will be restricted to a few large, dome-shaped malls with moving aisles and stairs. Most trade will be carried out electronically. E-commerce will be the bulk of trade.

Most homes will have gone off the grid and will be making optimal use of renewable sources of energy. Each home will have been furnished with a hanging vegetable patch to grow fresh food. Buildings will have been fitted with special tanks to collect rain water that will then be processed and filtered to make it safe for use. Gray water from households will be collected, processed, and used to water crops and clean external areas.

Foundations for special biospheres will have been laid. Some will be placed around existing building complexes that satisfy safety and environmental requirements and others located outside the perimeter of towns or neighborhoods marked for demolition. All inhabited areas

will have been fitted with a special shield to protect them from harmful radiation.

National heritage sites and densely populated wildlife habitats will also be protected with special shields when required. English will have developed into a different international variety shared by all on a global basis.

Special, zero gravity hospitals will have been constructed and placed in orbit above the earth. Regular shuttle or tube transportation will have been installed for patients, visitors, and staff.

People will have developed a common conscience as citizens of the Earth and will be committed to maintaining as much of its remaining biodiversity as possible.

5. Read the text again and highlight future forms. Which form(s) are used more? Why?
6. Choose the sections that you disagree with. Maintain the structure and make changes to express your ideas/vision. Exchange texts and compare.

10 Writing

A

- Direct students' attention to the picture and the title. Give them a few minutes to discuss what they see in pairs. Ask them if they have seen images of the future before.
- Have students brainstorm on good and bad changes. Elicit ideas in class.
- Organize students in pairs or small groups. Read the directions for 1 and 2 and ask students to brainstorm and think of what things will be like in the future. Allow them to discuss the answers with their partner and make notes.
- Call on students to report their answers for the class. Hold a class discussion about how cities, homes, manufacturing, vehicles, trade, buildings, protective measures against radiation will change and whether changes will be good or bad. Have students justify their answers.
- Read the directions for 3 with the class. Ask students to read the article and work individually to find the answers and compare the information in the essay with their ideas. Circulate and monitor.
- Have students compare answers with their partners. Call on volunteers to report answers for the class.
- Play the audio and have students listen and follow. Tell them to check their answers as they listen.

Answers:

Cities: will have expanded and space will be restricted to a minimum

Industry/ manufacturing: new recycling systems to optimize available materials and save natural resources

Shopping/ commerce: conventional shopping restricted to a few large malls, trade will be carried out electronically

Hospitals: special, zero gravity hospitals will have been constructed and place to orbit above the earth.

Land: will be used to grow fuel crops rather than food.

Vehicles/transportation: Conventional vehicles will have become obsolete, new small vehicles and tele-transportation will have been introduced.

Homes/buildings: Homes will have gone off the grid, buildings will have been fitted with special tanks to collect rain water.

Biospheres/shields: Foundations for special biospheres will have been laid around existing buildings or outside the perimeter of doomed towns and neighborhoods.

All inhabited areas will have been fitted with a special shield to protect them from harmful radiation.

- Direct students to 4. Have them read the directions and discuss their thoughts/views in pairs or small groups. Remind them to check through the essay and make notes. Discuss in class.
- Read the directions for task 5 with the class. Have students identify future forms in paragraph 1. For example, will have expanded and will be restricted.
Paragraph 2: will be used, will increase, will have changed
Paragraph 3: will have become, will have been introduced, will be restricted, will be representing
Paragraph 4: will have gone, will be making, will have been furnished, will have been fitted, will be processed and filtered, will be collected/ processed/ used
Paragraph 5: will have been laid, will be placed/ located, will have been fitted
Paragraph 6: will be protected with special shields, will have developed.
- Have volunteers report answers/ideas for the class. List the ideas on the board. Elicit reasons for the answers.
- Read directions for task 4 with the class. Have students answer the questions individually.
- Call on students to express their ideas. Encourage them to provide reasons for their answers. Have a class discussion.
- Go through questions 5 and 6 with the class and ask them to highlight all the future forms they encounter. Then say which are used more.

Answers:

- **Future with will** for predictions: for example, will increase, will be restricted.
- **Future perfect:** for example, will have expanded, will have become, will have been introduced
- **Passive forms:** for example, will have been furnished, will be placed
- Future with will for predictions and future perfect (will have done) are used more as the text speculates about and predicts how things will be in the future.
- Call on a student to read aloud the directions for task 6. Have students choose up to two sections that they disagree with and rewrite them maintaining the same structure.
- Exchange texts and compare.

Additional Activity

Ask students to read their predictions/ changed sections. The rest of the class listen and suggest the opposite, i.e. the section in the original text that was changed.

3 What Will They Think of Next?

B

- Read the directions for tasks 1, 2 and 3 with the class.
- Organize students in pairs or small groups and have them think about a large change or discovery that will have taken place by 2030. Explain that it can be about a number of different things, for example, replacing face-to-face courses with exclusively online courses, substituting means of transport with tele-movement when it comes to sending objects to an address within a given radius/ area. Tell students to consider all the changes mentioned in the text and suggested by them earlier in the lesson or in the previous lesson.
- Give pairs/groups time to decide and make notes.
- Elicit ideas from groups and call on volunteers to write the main ideas on the board. Allow some overlap between groups but encourage them to focus on different aspects.
- Give groups time to think about and discuss the impact that changes will have on their own and others' lives. Tell them to make notes in the chart.
- Direct students to the Writing Corner. Ask them to think about essays that they like and the reasons they like them. Have students think about the content of essays and how they are organized. Explain that a personal essay does not have to be objective. This is the type of essay where they can express their own ideas.
- Read the guidelines in the Writing Corner with the class. Pause and discuss each point. Emphasize the advice given about planning as well as the structure and organization of an essay.

Organize your thoughts and ideas: Tell students to make notes and then decide on how they are going to organize and present their ideas.

Be creative but focused: The more creative and original one is in a personal essay the better, provided that they don't forget the purpose and topic that they are supposed to be focusing on!

You don't have to be objective: This is the reason that writers can use "I" narration, include personal anecdotes and thoughts as well as their own interpretation of things. However, this often makes it quite demanding on the author because the point is to get those ideas across to the reader; not simply express them for yourself.

Clarity: This is always one of the first priorities in this type of text. There is always the risk that when writing about your own thoughts you will make all kinds of

assumptions that your reader does not necessarily share. So you need to think about how to express your ideas clearly to get your point across to your reader.

Planning can prevent repetition: Although, some repetition might actually be necessary, going round in circles and saying the same thing in different ways is not. Careful planning and reading your essay as you write will help restrict or avoid unnecessary repetition/ redundancy.

- Have students think about the content and plan their essays individually or work in groups.
- Have students work in small groups to research and draft their essays. Remind them to use the chart with their notes. Give them time to write their essays. Tell them to feel free to modify the group essay if they want.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their essays. Call on volunteers to read their essays in class.

Workbook

Assign page 26 for additional writing practice above word and sentence level.

- B.** 1. Choose one large change or discovery that you think will happen by the year 2030.
2. Think about the impact this change will have on both your personal life and on society. Write your ideas in the organizer.
3. Write an essay presenting your ideas and give some examples. Say if you think the change will be positive or negative.

The change that will have taken place by 2030:

The impact on my life:

The impact on society:

Education in 2030

By 2030, I believe that technology will have completely changed the way we learn. Instead of going to school, we will be able to stay home and learn with the use of computers. One way we will do this is to use an educational robot. This is a robot which goes to school in our place. We will use the robot to communicate remotely with our teacher and our classmates

Writing Corner

When you write a personal essay which expresses your views:

- make notes before you start writing to plan what you want to say.
- organize your thoughts into paragraphs; for example, describe the change in the introduction. Use the main body to talk about the impact on you and the impact on society.
- include a conclusion to sum up your views or opinions. Don't include any new information in the conclusion.
- be creative but focused on the topic.
- you don't have to be objective.
- address your audience directly.
- use "I" narration, as in "I think" or "I feel."
- include examples, personal anecdotes, thoughts, interpretations, or ideas.
- try to get your point across as clearly as possible.
- do not repeat yourself.

3 What Will They Think of Next?

11 Form, Meaning and Function



Simple Present Tense

Yes/No Question (?)

Do they use the Internet?

Does she have a laptop?

Short Answer (+)

Yes, they **do**.

Yes, she **does**.

Short Answer (–)

No, they **don't**.

No, she **doesn't**.

Simple Present of the Verb *Be* and Information Questions

Information Questions (?)

What's your last name?

How's it going?

When's the festival?

Where's your friend from?

Who's that tall man?

Why's he here?

Answer

It's Al Zahrani.

Fine, thanks.

It's in February.

He's from Jeddah.

That's my uncle.

He's here for the festival.



Simple Past of the Verb *Be* and *Be Born*

Q: Where **were** you born?

A: I **was** born in Oman.

Q: Where **was** he/she born?

A: He/She **was** born in Kuwait.

Simple Past with Regular and Irregular Verbs

Yes/No Question (?)

Did you/he/she/they live in Riyadh?

Short Answer (+)

Yes, I/he/she/they **did**.

Short Answer (–)

No, I/he/she/they **didn't**.

Information Questions (?)

Where **did** you live?

What **did** you he wear?

Answer

I **lived** in Riyadh.

He **wore** formal clothing.

Irregular Past Forms

be—been

drive—drove

go—went

make—made

spend—spent

buy—bought

eat—ate

give—gave

meet—met

swim—swam

come—came

feel—felt

have—had

ride—rode

take—took

do—did

fly—flew

know—knew

see—saw

win—won

A. Interview a classmate. Ask for this personal information.

1. name	4. date of birth	7. telephone number
2. spelling of first and last names	5. nationality	8. email address
3. age	6. address	9. occupation

B. Read the predictions again made in 1900 on page 34 and 35. Which predictions came true? Which predictions didn't come true? Use the simple present and simple past tenses.

💡 Life expectancy didn't rise from 35 to the age of 50. It rose from 35 to the age of 75. People are taller now than they were in 1900.

11 Form, Meaning and Function

Simple Present Tense

- Have different students read out the question and short answers.
- Write the example questions on the board and point out the assimilation in the question (*D'they use the Internet? D'you? D'she?* etc). Emphasize the word stress in the short answer: Yes, they DO.
- Have students practice the assimilation and intonation patterns of the questions and answers in the examples.

Simple Present of the Verb *Be* and Information Questions

- Have students brainstorm the question words they know before looking at the questions listed in the presentation.
- Choose students to read aloud the questions and answers. Point out that we use the simple present of *be* to talk about a present situation rather than an action or an event.
- Focus their attention on the subject-verb order in the questions and the answers. Ask: *How is the word order different in the questions on the left compared with the answers on the right?*
- Ask students to form different questions of their own using the *Wh*-question words.

Simple Past of the Verb *Be* and *Be Born*

- Call on students to read out the questions and answers. Students should then form a chain around the class and ask and answer with *Where* and *When*:
For example,
A: *Where were you born?* B: *I was born in Riyadh.*
B: *When were you born?* C: *I was born in 1999.*
C: *Where were you born?* D: *I was born in ... and so on.*
- Have the last student try to recall as much information as possible about where and when each student was born. For example, *Dina was born in Riyadh. Nathalie was born in 1998.*

Simple Past with Regular and Irregular Verbs

- Direct students' attention to the examples in the presentation. Call on students to read aloud the *yes/no* questions and short answers. Have different students read aloud the *Wh*-questions and answers.
- As a review, write regular and irregular at the top of two columns on the board. Ask students to tell you verbs that are regular in the past, and verbs that are irregular. If necessary, provide examples: *watch/watched = regular; go/went = irregular.*
- Write the present and past tense forms of the verbs on the board in the correct columns. Get about five examples of each.
- Ask: *How do we change a regular verb to talk about the past? (add -ed) What about verbs like study and cry that end in a consonant and y? (The y changes to i, and we add -ed.)*
- Explain to students that the simple past form of irregular verbs needs to be memorized. Point out that as they learn the simple past form of more irregular verbs, they will start to see that the past forms of some of them are relatively easy to predict, based on knowledge of other verbs.

A

- Ask students to stand up and walk around the class interviewing as many as people as possible. Set a time limit of 15 minutes.

Answers

Students' own answers

B

- Tell students to read the text again on page 34 and 35. They should underline any predictions that came true and circle any that didn't come true.
- Ask students to compare with their partner and write sentences in their notebooks.
- Call on volunteers to write their sentences on the board. Correct any errors as a class.

Answers

Students' own answers

3 What Will They Think of Next?

Words Connected with Space and the Planetary System: Part 1

- Ask students to research the topic before the lesson. Then quiz students on how much they know about space and the planetary system. Write all the information on the board.
- Go through the words in the vocabulary chart crosscheck the list against any information already written on the board. Explain or elicit the meaning of any unknown words.
- Read the examples. Call on students to give more examples using words from the vocabulary chart and the information on the board.

C

- Ask students to complete the exercise alone and then compare with a partner.
- Call on volunteers to read out the sentences. Students should listen carefully to check their answers.

Answers

1. solar system, Earth
2. star
3. meteor
4. build, moon

D

- Put students into pairs and explain they are going to do a 'jigsaw reading'.
- Explain that each student will read a different text but on the same topic. Students should ask and answer questions about each other's texts to find out as much information on the topic as possible.
- Encourage students to make notes on their partner's text. Students should then report to the class what they have found out.

Answers

Students' own answers

Workbook

Assign pages 29-30 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Whenever possible, take the time to elicit students' personal reactions to things like conversations, readings, and listening activities, in addition to focusing on the language.

When working in groups on information g activities such as the one in exercise D, encourage students to help one another with accuracy and fluency. Tell students to help each other with vocabulary and grammar by supplying missing words or structures or correcting any mistakes they hear.

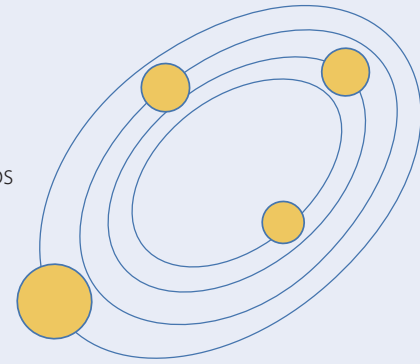
Give students some tips for giving effective feedback to their classmates.

- Feedback should be positive as well as negative. Start by pointing out the good things.
- Make constructive suggestions, not negative comments.
- Avoid saying things like "This is bad." or "I don't like this."
- Ask questions about things you don't understand.
- Don't be too picky. Just focus on a few important items.

Words Connected with Space and the Planetary System: Part 1

Some words we associate with space and the planetary system are:

technology	gas	solar system	rocks	orbit
space station	gravity	the moon	volcanoes	launch
spacecraft	stars	the sun	poisonous air	land
robot car	meteors	Earth	high mountains	take photos
astronauts	eclipse	the planets	atmosphere	build



Our **planet Earth** is a lump of **rock** in **space**.

Each planet **orbits** the **sun** on its own invisible path.

The sun was formed by thick clouds of dust and **gas**.

The **moon** is the only place in space where people **have landed**.

An **eclipse** is when the moon moves in front of the sun for a short time. The sky gets darker and the temperature drops.

C. Complete these facts about space with an appropriate word. Use the vocabulary words above.

1. The sun is at the center of our _____. _____ is one planet in a group of eight planets. Scientists now consider Pluto to be a *dwarf* planet.
2. The sun is a _____. Because it is very close to Earth, it looks bigger than the other stars.
3. Sometimes a _____ crashes into the moon and makes a crater or giant hole in the surface.
4. In the future, scientists want to _____ hotels on the _____ so people can go there on vacation.

D. Work with a partner. One person should read EXTRACT 1 and the other person should read EXTRACT 2. Ask and answer each other to talk about your reading extract.

💡 A: What is EXTRACT 2 about?

B: It's about space tourism and what tourists will do in space.

A: What will they do?

EXTRACT 1

Are humans the only intelligent life in the universe? Or, are we just one of many advanced civilizations out there? While people used to assume we were alone in the universe, we now know that the galaxy contains over 100 billion stars. This fact has led many scientists to think it unlikely that we are the only intelligent life form in the universe. Some of these scientists have devoted themselves to searching for other civilizations. This search is commonly referred to as the Search for Extraterrestrial Intelligence, or SETI. Since the SETI program began in 1959, scientists have been scanning the sky for signals sent by another, alien civilization. To do this, they use the world's largest radio telescope which is located in Arecibo, Puerto Rico. The Arecibo telescope is 1,000 feet (305 meters) in diameter. This telescope is so large, it is said that it could hold 10 billion bowls of cornflakes! The telescope collects and sends data to SETI computers 24 hours a day.

EXTRACT 2

There are companies working on plans to build hotels for space tourists. The Shimizu Corporation, a giant Japanese construction company, has detailed plans for a hotel they expect to complete by 2020. They believe that by then they will have created a 63-room hotel which will orbit 279 miles (450 kilometers) above the surface of Earth. The hotel will slowly spin in order to produce enough force to simulate Earth's gravity. It is estimated that such a space hotel would cost 6 to 12 billion dollars, and would take about six years to build. You may wonder what space tourists will do while in space. To begin with, most will probably want to spend some time simply enjoying the incredible sight of Earth from space. After that, no doubt they will spend some time gazing at the amazingly bright stars, and will take a space walk or two. When space tourists have had their fill of observing, they are likely to spend hours amusing themselves floating and doing acrobatics in the zero gravity of space. This zero gravity could provide endless recreational opportunities, including swimming in a zero gravity swimming pool in which people move through a floating mass of water.

12 Project

Take a closer look at your neighborhood or an area in your town and think about changes that have been taking place over the last year or two.

- 1. Look at the area and write things that you see, e.g. old and new buildings, sidewalks, street lights, new and old stores, traffic, sanitation system, parks, etc.
- 2. Research and collect information about constructions or other projects. Talk to people who live in the area. This type of information will give you ideas about the kinds of development/changes that will probably take place.
- 3. Use the chart to make notes about the information and your ideas.
- 4. Think of how the area will have changed by 2030 or 2040.
- 5. Select and print out pictures or draw if possible.
- 6. Use your notes and pictures to prepare a PowerPoint presentation for your class.



The area as you see/know it now	The area as you imagine it in 2030 or 2040	Comment on change (positive or negative)

12 Project

- Direct students to the photos of Riyadh. Have the students compare the two photos. Explain that the black and white photo on the left shows buildings in an older part of town whereas the photo on the right is a view of Riyadh as we see it now.
- Have the students work in pairs to identify changes that have taken place in the city.
- Circulate and monitor to make sure all students are contributing. Help when required.
- Call on pairs to report their ideas and discuss the changes in class. Ask the students questions like these?

Do you think that the people who lived in Riyadh 100 years ago could foresee how their city was going to change?

What do you think they expected?

- Read the directions for tasks 1, 2 and 3.
- Organize students in groups and have them brainstorm on their neighborhood or an area in their town that they are familiar with. Ask them to think about the changes that have taken place over the last couple of years. Suggest that they think about :

Buildings

Stores

Street lights

Traffic lights

Sidewalks

Traffic

Sanitation system

Encourage them to add their own ideas.

- It might help if you ask them to find and bring in photos in advance or download and print out some photos yourself to distribute to groups.
- Encourage them to think about different things if they wish. Remind them to choose one or two people in their group to make notes as they discuss their ideas.
- Call on a student from each group to report in class. Ask students to listen and make notes so you can decide whether different areas have changed in similar ways over the last few years.
- Tell students that they will have to design a PowerPoint presentation about future changes in the area of their choice.
- Call on a student to read the directions for tasks 4, 5 and 6. Encourage them to use their imagination and visualize changes in the area.
- Have students read directions 1 to 6 and tell them

to use the chart and make notes. Set a time limit for groups to discuss and decide on speculations and predictions that they would like to focus on

- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete their presentation in the next lesson.
- Call on each group to present their PowerPoint presentation.
- Have students choose the presentations they like best to include in their class portfolio.



Additional Activity

Have students work in groups to plan and create a poster showing a futuristic image of their town.

13 Self Reflection



- Write 'What Will They Think of Next?' on the board and elicit as many ideas and words as possible from the class. List the words on the board.

- Have students scan pages 34 and 35. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

How will the following things change in the future?

**People Language Transportation Traffic
Media Deliveries Communication**

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 36, 37, ask them to rephrase some sentences. Tell them to try and convey the same meaning. For example:

Jake likes planning ahead and having everything ready well in advance.

He is going to fly to Canada in ten days. So he's made a plan:

Tomorrow: buy new suitcase and gifts

Day after tomorrow: Make a list of things to pack and a shopping list

And so on until a day before the trip, down to the last detail. Add more things for Jake to do during the rest of the week, before he leaves. Then complete the sentence:

By the day before his trip Jake _____

You won't be able to see Richard if you are planning to arrive in 5 days. By the time you get here he _____

_____(on the plane/ fly to New York)

- Have volunteers answer the questions. Elicit more options from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 38, 39. Call on volunteers to say what the conversation is about in this lesson, and which expressions they remember.
- Have students say what they remember from this section and make notes in the chart.
- Write AN OUT-OF-THIS-WORLD VACATION on the

board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.

- Organize students in pairs and ask them to answer questions like these:

What is your opinion about space tourism?

Would you have chosen space tourism as a travel option? Why? Why not?

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about the changes in the world by the year 2050. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 42 and 43 and make notes as before.

- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.

Did they have difficulty making decisions in their group? Why? Why not?

Did they feel that they had the chance to present their ideas?

Was it difficult or easy to collect information about the place chosen? Why? Why not?

Where did they find information? Where did they find photos?

Did they enjoy preparing and making the presentation?

Would they change anything if they had the chance to do it again? What?

Was there room for originality and creativity? Why? Why not?

- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



Things that I liked about Unit 3:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:
_____	_____
_____	_____

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss technology invented over the last 100 years			
discuss technology of the future			
make predictions about life in the future			
use the future perfect and the future perfect progressive			
use the future with dependent time clauses			
ask information questions			
use be and be born in the present and the past			
know some regular and irregular past verb forms			
talk about space and the planets			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
_____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

EXPANSION Units 1–3

1 Language Review



A. Complete each sentence with **other**, **others**, or **another**.

1. I'm almost done with this soda. Can you please bring me _____?
2. Some predators wait for their prey to come to them. _____ predators chase their prey.
3. Don is so materialistic. Although he already has two cars, he's going to buy _____.
4. One lucrative crop for many farmers is soy beans. _____ is corn.
5. He excels in football, track, gymnastics, and a handful of _____ sports.
6. That store is a chain. There are a few in Spain and Italy and _____ in France and Germany.
7. One of the most famous children's books by Dr. Seuss is *The Cat in the Hat*. _____ are *One Fish Two Fish Red Fish Blue Fish* and *Horton Hatches the Egg*.
8. One option would be to spend the money on a vacation. _____ would be to put it in a savings account.



B. Rewrite the underlined sentences with **used to**, **be used to**, or **would**.

💡 He's a very humble man. He doesn't usually take credit for anything.
He's not used to taking credit for anything.

1. When he lived in Riyadh, he often drove by Faisaliah Tower.
2. Bobby felt lonely when his sister went to college. It felt strange not having her in the house.
3. This coffee shop is where I studied when I was in college.
4. He's much more materialistic now than he was when he was a teenager.
5. The cough was so persistent, after a while she didn't even notice it.
6. When I was younger, I exercised rigorously. Now I hardly exercise at all.
7. I usually shop in small stores. I don't usually shop in chain stores.
8. He has always loved electronics. When he was a child, he and his dad built circuit boards together.



Unit Goals

Language Review

Reading

Is Anybody Out There?

Language Plus

Idioms with *world*

Writing

Write an essay about the history of a common device or technology and how it will change in the future

1 Language Review

A

- This exercise reviews the use of *other*, *others*, and *another*, which was presented in Unit 1. Refer students to the grammar chart on page 8 to review as necessary.
- As a quick review, write the following conversation on the board for students to complete.

A: *It's too cold to go swimming today. Do you have ____ idea?* (another)

B: *Everyone is waiting for us. You don't want to go outside but the ____ do.* (others)

A: *Well, what ____ things can you do outside when it's cold?* (other)

Ask two students to read the conversation aloud.

- Have students work individually to complete the exercise sentences. Then have students compare their answers with a partner.
- Check answers as a class by calling on students to read the completed sentences aloud.

Answers

- another
- Other
- another
- Another
- other
- others
- Others
- Another

B

- This exercise reviews the use of *used to*, *be used to*, and *would* for repeated actions in the past, which was presented in Unit 2. Refer students back to the grammar charts on page 22 to review as necessary.
- Remind students that *used to* is used to talk about an activity that was done habitually in the past. *Would* can also be used to talk about past habitual actions. *Be used to* is used to talk about something that has become familiar or habitual.
- Have a student read aloud the directions and the example sentence.
- Do the first sentence with the class as an additional example. Point out that since this sentence describes a past habitual action, either *would* or *used to* can be used in the new sentence.
- Have students work individually to rewrite the sentences, and then compare answers with a partner.
- To check answers as a class, call on volunteers to write their sentences on the board.

Answers

Answers will vary. Sample answers:

- When he lived in Riyadh, he often drove by Faisaliah Tower. / When he lived in Riyadh, he often used to drive by Faisaliah Tower.
- He was used to having her in the house.
- I used to study at this coffee shop when I was in college. / This coffee shop is where I would study when I was in college.
- He is much more materialistic now than he used to be when he was a teenager.
- The cough was so persistent, after a while she was used to it.
- When I was younger, I would exercise rigorously. / When I was younger, I used to exercise rigorously.
- I am not used to shopping in chain stores.
- When he was a child, he and his dad would build circuit boards together. / When he was a child, he and his dad used to build circuit boards together.

C

- This exercise reviews the future perfect, which was presented in Unit 3 on page 36. It can also serve as a review of the emphatic *do*, which was presented in Unit 1 on page 8. Through students' discussion, it can also serve as a review of the future perfect progressive and the future with dependent time clauses, which were also presented in Unit 3 on page 36.
- Have a student read aloud the directions. Then have different students read aloud each of the questions.
- Have students work in groups of three or four to discuss and answer the questions. Assign one person in each group the role of English teacher to make sure that students are using the future perfect in their discussion. Assign another student in each group the role of reporter.
- Call on the reporters of each group to report on some of their answers.

Answers

Answers will vary. Sample answers:

1. I do think scientists will have found a cure for cancer.
2. I do think space travel will have become commonplace.
3. I do not think that the world will have become more peaceful.
4. I do think that we will have started using something other than gas to run our cars.
5. I do think that global warming will have slowed down.
6. I do not think that engineers will have developed a computer capable of thought.
7. I do not think that scientists will have contacted life on other planets.

D

- This exercise reviews the grammar points presented in Units 2 and 3. Refer students to the charts on pages 22 and 36 for reference as necessary.
- Ask a volunteer to read aloud the directions. Call on other volunteers to read aloud the captions beneath each picture.
- Have students work in pairs to write sentences, describing Asma and her life ten years ago, and Asma and her life ten years from now. Have them write at least two sentences for each of the grammar points listed.
- When pairs have finished writing their sentences, have them join another pair to compare their sentences.

- Walk around and monitor students as they work, offering assistance with vocabulary and grammar as necessary.
- To check answers as a class, call out each of the prompts from the captions. Elicit sentences about each prompt. For example, say: Marital Status. Elicit: *Asma used to live with her parents. In ten years, Asma will have gotten married and had two children.*

Answers

Answers will vary. Sample answers:

- Ten years ago, Asma used to eat unhealthy food.
- She was going to be a history professor.
- She would eat while she was studying.
- In ten years, Asma will have gotten married.
- She will have had two children.
- Asma will have become a history professor.
- In ten years, Asma will have been eating healthier foods for a long time.

Workbook

Assign pages 31–33 for review of vocabulary and grammar presented in Units 1–3.

C. Answer and discuss these questions about life in the year 2050.

1. Do you think scientists will have found a cure for cancer?
2. Do you think space travel will have become commonplace?
3. Do you think the world will have become more peaceful?
4. Do you think we will have started using something other than gas to run our cars?
5. Do you think global warming will have slowed down?
6. Do you think engineers will have developed a computer capable of thought?
7. Do you think scientists will have contacted life on other planets?

D. Look at the pictures of Asma below. Write sentences about her, using the following grammar points from Units 1–3.

- ☐ *used to*
- ☐ *was going to*
- ☐ *would*

- ☐ future perfect
- ☐ future perfect progressive
- ☐ future with dependent time clauses



Asma, 10 years ago

Marital status: single, lives at home with parents

Occupation: student

Hobbies: writing poetry, playing video games

Likes: sleeping late, spending time with friends

Dreams: to become a professor, to get married and have kids, to have laser eye surgery



Asma, 10 years from now

Marital status: married, two children

Occupation: history professor

Hobbies: writing poetry, gardening

Likes: spending time with family, eating healthy foods

Dreams: to get more sleep!

2 Reading

Before Reading

1. Do you think there is life on other planets?
2. If there were life on other planets, how could we find this out?



IS ANYBODY OUT THERE?

Are humans the only intelligent life in the universe? Or, are we just one of many advanced civilizations out there? While people used to assume we were alone in the universe, we now know that the galaxy contains over 100 billion stars. This fact has led many scientists to think it unlikely that we are the only intelligent life form in the universe. Some of these scientists have devoted themselves to searching for other civilizations. This search is commonly referred to as the Search for Extraterrestrial Intelligence, or SETI.

Since the SETI program began in 1959, scientists have been scanning the sky for signals sent by another, alien civilization. To do this, they use the world's largest radio telescope which is located in Arecibo, Puerto Rico. The Arecibo telescope is 1,000 feet (305 meters) in diameter. This telescope is so large, it is said that it could hold 10 billion bowls of cornflakes! The telescope collects and sends data to SETI computers 24 hours a day.

Many people don't realize that in addition to searching for radio waves, we humans are sending them out into space as well. This is because all of the radio and television signals that come into our homes also travel into space. We have been constantly and unintentionally leaking radio waves into space for over sixty years now. One day these signals may be detected by an alien civilization. In fact, it is possible that aliens are already listening to *Who Wants to Be a Millionaire?*, *CSI*, and *The Simpsons*!



Arecibo Radio Telescope

Although SETI has found some unexplained signals, there have not been any clear, confirmed extraterrestrial signals yet. However, SETI scientists are not at all discouraged. They know that the universe is vast, and searching the entire sky for a distant signal is like searching for a needle in a haystack.

Not only are SETI scientists not discouraged, they are actually more optimistic than ever before. They do feel that in another 50 or 100 years, they will have succeeded in detecting alien signals. What is the reason for this confidence? Previous searches were limited by the shortcomings of available technology. For example, while there are hundreds of billions of stars in our galaxy, fewer than a thousand have been monitored for alien signals. But technology is improving all the time. As technology improves, scientists are going to have a better chance of picking up alien signals. In the next few decades, hundreds of thousands of stars, maybe even millions, will have been monitored.

2 Reading

- Have students open their books to pages 50 and 51 and look at the pictures. Discuss the **Before Reading** questions as a class. Ask: **How many people think there is life on other planets? How many don't?** Count up the responses and write them on the board.
- Read the title aloud: **Is Anybody Out There?** Ask: **What do you think this title means?** (The author is questioning whether there is any other intelligent life somewhere in space.)
- Have students close their books. Write on the board: **What does SETI stand for?** (the Search for Extraterrestrial Intelligence) Tell students they will listen for the answer to this question.
-  Play the audio of the article. Elicit the answer to the question on the board.
-  Play the audio again. Have students open their books and read along as they listen.
- Ask a few general questions to check comprehension. For example, ask:
How have scientists been looking for extraterrestrial life? (They have been using radio telescopes to search for signals from alien civilizations.)
Why is the Arecibo telescope important? (It is the largest radio telescope in the world.)
Who uses the Arecibo telescope? (SETI scientists, SETI@home program volunteers)
Have there been any confirmed extraterrestrial signals? (no)

Language Builder

The word *extraterrestrial* is made up of the Latin words *extra* (outside of or beyond) + *terrestris* (the planet Earth). It can be used to describe things from outer space but also can just mean an alien from outer space. The name of the popular science fiction movie about a space alien, *E.T.*, is an abbreviation for the word *extraterrestrial*.

Language Builder

Searching for a needle in a haystack is an idiom used to describe looking for something that is very difficult to find, especially in a large space or among other things.

Culture Notes

TV in the USA

Who wants to be a Millionaire?, *The Simpsons*, and *CSI* are popular TV programs in the U.S.

Who Wants to Be a Millionaire? is a TV quiz show which offers large money prizes for answering correctly multiple-choice questions.

The Simpsons is an animated TV show that has aired since 1989 in the U.S. It is the longest running sitcom and animated show in U.S. history. The most popular characters on the show are Bart Simpson and his father Homer.

CSI: Crime Scene Investigation is an American crime drama TV series. It is about Crime Scene Analysts working for the Las Vegas Police Department. It is said that *CSI* has been recognized as the most popular crime drama.

SETI

SETI refers to any scientific experiments or activities that people do to find life outside of Earth.

The SETI Institute is located in California, USA. It is a private, nonprofit organization, founded in 1984. It employs over 150 scientists, educators, and support staff. Its formal mission is to "explore, understand, and explain the origin, nature, and prevalence of life in the universe."

After Reading

A

- Ask a student to read aloud the directions. Make sure that students understand they will match up the words in the left column with the words that mean the exact same thing in the right column.
- Have students search the article for the words in the left column and underline them. Tell them to study the context of the word in order to guess its meaning. Then they look for the synonym in the right column.
- Have students compare their answers with a partner. Then check answers as a class by calling on pairs to read aloud the vocabulary word and its synonym.

Answers

1. b
2. d
3. c
4. e
5. f
6. a
7. g

B

- Have students work either individually or in pairs to answer the questions, referring back to the article as necessary.
- Have pairs join another pair to form a small group to compare and discuss their answers.
- Check answers as a class by calling on pairs to read aloud the questions and answer them.

Answers

Answers will vary. Sample answers:

1. The goal is to find other civilizations in the universe.
2. Only a small number of stars in the universe have been monitored for signals.
3. Technology is improving and volunteers add more computing power to the search.
4. We send signals into space through radio and TV waves.
5. SETI@home is a volunteer program in which people allow their computers to analyze data gathered from the Arecibo radio telescope.

Discussion

- Arrange students in groups to discuss and answer the questions.
- Have one person from each group report some of the group's ideas to the class. Discuss any differing opinions with the whole class.



Additional Activity

Write on the board the following quotes. Ask students to discuss and agree or disagree with each.

We have no proof, but if we extrapolate, based on the best information we have available to us, we have to come to the conclusion that...other life probably exists out there and perhaps in many places...

—Neil Armstrong

If, in fact, we are able to find life or to answer the question “Are we alone?” then that certainly is grand enough and noble enough to be the enduring legacy of our civilization.

—NASA, October 1999

Culture Notes

Neil Armstrong

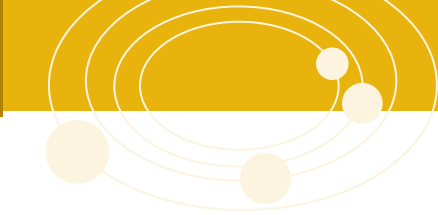
Neil Armstrong was an American astronaut. In 1969, he was the first person to set foot on the moon. His most famous quote is what he said when he took his first step on the moon: “That’s one small step for [a] man, one giant leap for mankind.”

NASA

NASA stands for National Aeronautics and Space Administration. It is the U.S. government agency that is responsible for the space program.

Workbook

Assign pages 34-35 for additional writing practice at word and sentence level.



Dan Wertheimer, a SETI researcher at the University of California in Berkeley, says, "We're making incredible progress. The more computing power you have, the better job you can do looking for these signals. Capabilities have been doubling every year." One reason SETI's computing power has been increasing is a volunteer program started in 1999 called SETI@home, in which the computers of ordinary people around the world are used to analyze SETI data.

Through the SETI@home program, volunteers download a special SETI screensaver to their home computer. When the computers are not in use and go into screensaver mode, the computers begin to analyze data gathered by the Arecibo radio telescope. The home computers search through the data for any signals that may have been created by an alien civilization. There are currently over 5 million volunteers in 225 countries participating in this program. Wertheimer says, "If you're the lucky one that finds that distant signal, then you might get the Nobel Prize, but you'll have to share it with 2 million people around the world who are helping us analyze that data."

Some people find it hard to believe that perhaps one day we will be communicating with aliens from distant planets. But others feel differently. Eighty-six-year-old Daniel Jackman says, "When I was a young man, if you had told me that one day we were going to send people into space, I would've told you that you were crazy. Now I know better. Just because we're used to certain limitations doesn't mean we can't go beyond them."

We may well learn one day that we are not alone in the universe. In the meantime, when sitting on your couch, watching your favorite TV program, consider that an alien civilization may be listening to it with you!

After Reading

A. Match each word to its synonym.

- | | |
|--------------------------|-----------------|
| 1. _____ diameter | a. accidentally |
| 2. _____ detected | b. width |
| 3. _____ limitations | c. restrictions |
| 4. _____ monitored | d. observed |
| 5. _____ optimistic | e. searched |
| 6. _____ unintentionally | f. hopeful |
| 7. _____ vast | g. enormous |

B. Answer the questions.

1. What is the goal of the SETI program?
2. Why haven't any signals been picked up from other planets yet?
3. Why are SETI scientists confident that they have a better chance of picking up signals in the future?
4. How do we send signals into space?
5. What is SETI@home?

Discussion

1. Do you think the SETI project will ever be successful? Why or why not?
2. Do you think it is a good idea to try to contact alien civilizations? Why or why not?

3 Language Plus Aa



be in another world



carry the weight of the world on (one's) shoulders



be on top of the world



be worlds apart



The world is (one's) oyster.



Where in the world...?

Complete each sentence with an idiom shown. Be sure to put each idiom in the correct tense.

- I just can't find my glasses. _____ could they be?
- After Jim won the tennis championships, he _____.
- Dan and Warren have different views on everything. They _____.
- You need to stop worrying and quit _____.
- Frank is so happy with his success, he doesn't seem aware of anything else. It's like he _____.
- He graduated at the top of his class. He can do anything he wants with his life. _____.

4 Writing

Tools for Writing: Commonly Confused Words

Fewer and *less* have the same meaning. They are both the opposite of *more*. However, *fewer* is used with count nouns and *less* is used with noncount nouns.

Fewer people are buying newspapers than ever before.

Since the new police chief took over, there has been **less** crime in our city.

Farther is used to talk about distance. *Further* is used to mean *additional*.

Most Arabian bred horses can run faster and **farther** than English bred horses.

I'm going to call the school to get **further** information about the program.

Complete each sentence with the correct commonly confused word.

- The invention of the microwave made it possible to cook meals in _____ time.
- I make _____ grammatical mistakes than I used to.
- I don't want to discuss this any _____.

3 Language Plus

- Focus students' attention on the pictures and the idioms. Call on students to read each idiom aloud. Ask: **What do these idioms have in common?** (They all contain the word *world*.)

- Ask questions about each picture to elicit the meaning of the idiom. For example:

(A) be in another world

Ask: **Where are the two boys?** (They are sitting on Earth.) **Where is the other boy?** (He is sitting on a different planet all alone.) **How does the boy sitting alone look?** (He doesn't seem to notice or mind that he is on a different planet.) **What do you think it means to say someone is in another world?** (The person is not paying attention to what is going on around him or her. The person is daydreaming or involved with his or her own thoughts.)

(B) carry the weight of the world on (one's) shoulders

Ask: **What is the boy doing?** (He is carrying Earth on his shoulders.) **How does he look?** (He looks tired and unhappy.) **When would you say that someone looks like this?** (when someone has a lot of troubles or problems to worry about)

(C) be on top of the world

Ask: **Where is the boy?** (He is on top of the world.) **What is he holding?** (a trophy) **How does he look?** (very happy and proud) **When would you say that someone is on top of the world?** (when someone is happy and proud after winning or succeeding at something important)

(D) be worlds apart

Ask: **Where are the two boys?** (They are standing on different planets.) **How do they look?** (They look angry and are not talking to each other.) **When would you say that two people are worlds apart?** (when they are not in agreement or are thinking or doing very different things)

(E) the world is (one's) oyster

Ask: **What is usually inside an oyster?** (a pearl, which is a valuable gem) **If you have an oyster, are you fortunate or unfortunate?** (fortunate) **If the whole world is inside your oyster, what do you have?** (the whole world and all of its opportunities in your hands) **When would you say that the world is someone's oyster?** (when the person can do or get anything he or she wants, such as the man in the picture who is graduating from school)

(F) Where in the world...?

Ask: **What is the boy doing?** (He is looking for his glasses.) **Where is he looking?** (all over the world) **When would you say Where in the world...?** (when you are looking everywhere for something and have no idea where it could be)

- Have students work individually to complete the sentences with the idioms.
- Have students compare answers with a partner. Then call on pairs to read the completed sentences.

Answers

1. Where in the world
2. was on top of the world
3. are worlds apart
4. carrying the weight of the world on your shoulders
5. is in another world
6. The world is his oyster.

4 Writing

Tools for Writing: Commonly Confused Words

- Call on a student to read the explanation and examples with *fewer* and *less*. Write the following sentences on the board for students to complete:
We've had ____ snow than usual this year. (less)
We've had ____ snow days than usual this year. (fewer)
- Have a student read the explanation and examples with *farther* and *further*. Write the following sentences on the board for students to complete:
I am too tired to walk much ____. (farther)
We are too tired for ____ exercise. (further)
Emphasize that *farther* always refers to physical distance while *further* does not.

Answers

1. less
2. fewer
3. further

Writing Prompt

- Read the Writing Prompt with the class. Point out the note that explains the purpose of an expository essay.
- Focus students' attention on the sample essay at the bottom of the page: *The Past, Present, and Future of the Telephone*. Have a student read it aloud. Explain that this is just the beginning of a sample essay, but point out how it mentions what telephones were like in the past and will probably go on to make predictions about what telephones will be like in the future.
- Brainstorm common devices or technology that students might write about in their essays. Some ideas include the radio, the computer, wireless technology, the microwave, automobiles, and the television.

Developing Your Writing: Prewriting Techniques

- Before students begin to write their essays, have them read the box *Developing Your Writing: Prewriting Techniques*.
- Call on students to explain each of the three prewriting techniques in their own words.
- Tell students to each choose one prewriting technique: freewriting, brainstorming, or questioning. Give them about five minutes to use one of the techniques in preparation for writing their essay.
- Elicit feedback on the prewriting techniques. Ask: **Was it helpful? Do you have more ideas about what to write in your essay now?**

Write Your Essay

- Read aloud the directions for writing the essay.
- Have students copy down the chart from their books to complete. Students may need time outside of class, in the library or on the Internet, to research their topic. Explain that using this chart will be a helpful way to organize their notes when doing their research.

- Write the grammar points from Units 1, 2, and 3 on the board for reference. Ask students to try to use these points in their writing when appropriate. It is not necessary for students to use all of them.

other, others, and another

emphatic do

used to and be used to

would for repeated action in the past

was going to (future in the past)

future perfect

future perfect progressive

the future with dependent clauses

- Have students work individually to write a draft of their essay. Then they exchange drafts with a partner and comment on each other's essays.
- Finally, students reread and revise their essays, taking into consideration their partner's comments before submitting them for assessment.



Teaching Tip

When students are reading each other's essays, give them guidelines for giving feedback. Suggest that they follow 3 steps:

Step 1: Compliment

Step 2: Make suggestions

Step 3: Offer corrections

First, students should say what they like about the essay. For example, they might comment on how interesting the topic is or how organized the ideas are. Next, they should make suggestions for improving the essay by pointing out areas that are unclear or may need more information. Finally, they should point out any spelling, punctuation, or grammar mistakes that they see. Emphasize to students that the purpose of reading each other's essays is to learn from each other, improve their essay, and improve their own general writing skills.

Workbook

Assign page 36 for additional writing practice above word and sentence level.

An expository essay is an essay in which the writer explains, describes, or gives information about a subject.

Writing Prompt

Write an expository essay about a common device or technology. Write about the history of the technology, and make predictions about how you think the technology will change in the future. Include grammar points from Units 1, 2, and 3.

Write Your Essay

1. Decide on the type of device or technology you will write about.
2. Use a chart to organize your ideas. Write your topic at the top. Then write ideas about the past, present, and future of the device or technology.
3. Write a draft of your essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Device/Technology: _____

Past	Present	Future

Developing Your Writing: Prewriting Techniques

Prewriting is an important first step in the writing process. Prewriting helps you explore and gather your ideas before you begin organizing and writing your essay. These are some of the most common types of prewriting techniques:

Freewriting: Freewriting involves taking the time (usually about five minutes) to write down all of the ideas you have about your topic before you begin researching or organizing the topic. When you freewrite, do not worry about using correct spelling, grammar, or punctuation, or even writing in complete sentences.

Brainstorming: Like freewriting, the purpose of brainstorming is to capture all of the ideas you have on a topic before you begin writing about it. However, when you brainstorm you only write words or phrases related to your topic.

Questioning: Ask the journalist's five *W*'s—*Who? What? When? Where? Why?*—about the topic. List as many questions as you can about the topic. This will help you start thinking about questions to research and answer in your essay.

The Past, Present, and Future of the Telephone

Telephones are something we all take for granted. We are so used to having them that it is hard to imagine that they were only invented a little over 100 years ago. Just think, at the beginning of the twentieth century there were fewer than four million phones in the world. And if you wanted to speak with another person over the phone, you would need an operator to make the connection between you and the other person. Telephone technology has changed a lot over the last 100 years, and I believe in just another ten or twenty years it will have changed radically from what it is today...

4 The World of TV

1 Listen and Discuss

1. What is your favorite TV film? Explain why it is your favorite.
2. Which of the following genres do you like best: animation, comedy, or adventure? Why?
3. What's the worst TV film you have ever seen? Explain.

1

NAME THE TV FILM

About the story: This animated film is about Andy and his idiosyncratic toys. Andy Davis is a little boy whose favorite toy, Woody, a cowboy doll, coordinates a mission with the rest of the toys to try and find out what presents Andy is getting from his parents before they all move to a new house. What Andy doesn't know is that his toys come to life when there is no one around. When Buzz Lightyear, a new toy space ranger, appears, Andy is really taken by him. Woody and Buzz dislike each other intensely as they compete for Andy's attention. But when they get into trouble and nearly get lost during the move, they end up supporting each other in an effort to rejoin the family.



3

NAME THE TV FILM

About the story: This animated film is about Marlin, a clownfish that lives in the Great Barrier Reef. Marlin loses his son Nemo when a diver captures him and takes him to a dentist's office, where Nemo finds himself in a tank with other sea creatures. Marlin sets off with Dory, a blue tang fish with short-term memory loss, to rescue him. They travel a great distance, running into sharks, jellyfish, and whales and getting rides on sea turtles. While Marlin and Dory are trying to get to the dentist's office, Nemo and the other sea animals in the dentist's tank are plotting their escape in order to return to Sydney Harbor and their homes.

2

NAME THE TV FILM

About the story: This animated film presents the story of a lion cub's journey to adulthood. The cub is the son of a powerful and wise king. But his happy childhood comes to an abrupt end when his evil uncle murders his father and drives him away from the kingdom. The young lion goes into exile in the jungle, where he makes two good friends and lives a carefree life. However, as he gets older, he dreams of his father, who tells him to battle his evil uncle and reclaim his family throne.

4

NAME THE TV FILM

About the story: This is a documentary about Bruce Lee's life, career, and untimely death. It reveals a side of Lee unknown to the public, along with the better known qualities of the celebrity—the man that the world knew. Lee had been working on a new project at the time of his death, ironically titled *Game of Death*. Rare camera shots have been included in the documentary according to Lee's own script notes in an attempt to convey his ambitions for the project and his frame of mind toward the end of his life.



Unit Goals

- | | |
|--|---|
| <p>Vocabulary
Film genres
Film terms and words to describe films
Popular films</p> | <p>Listening
Listen for specific information</p> |
| <p>Functions
Talk about films
Identify film genres
Agree and disagree with opinions</p> | <p>Pronunciation
Linking vowel sounds</p> |
| <p>Grammar
<i>Both ... And; Not Only ... But Also; Either ... Or; Neither ... Nor</i>
Independent Clauses with <i>And, But, Or, So, and Yet</i></p> | <p>Reading
The Formula behind Detective Stories on TV</p> |
| | <p>Writing
Write an expository essay</p> |
| | <p>Form, Meaning and Function
Comparative and Superlative
Words Connected with Space and the Planetary System: 2</p> |

Warm Up

- Arrange students in small groups to discuss the introductory questions. To ensure that students do not look ahead on pages 54 and 55, write the questions on the board for groups to refer to. Since this topic is likely to be of high interest for students, as long as they are speaking in English, allow them time to finish their discussions.
- Have a student lead a quick follow-up discussion. Have the student read aloud each question and call on a few students for responses.

1 Listen and Discuss

- Have students open their books and look at pages 54 and 55. Ask: **What do you see in the pictures?** (a snapshot from an animation film, a TV remote control, two boys watching TV and one of them using the remote control) **What do these objects all have in common?** (They represent either a TV film or watching a TV film.)
- Tell students that they will play a game to guess TV film titles. Ask them to cover and not look at the answers that are on page 55.

- Have students scan the reading texts to guess the titles of the films. Make sure the students are guessing the titles in English. Make sure that they don't have more than one minute for the task.

- Elicit guesses on the TV film titles without confirming them.

 Play the complete audio for each TV film card. Have students listen and read along in their books.

- Stop the audio after each film card and ask: **Now do you know what film this is?** Elicit additional guesses as appropriate.
- When students have listened to the complete audio, allow them to look at the answers on page 55. Ask: **Which TV films did you guess correctly?**
- As an additional activity, discuss the various film genres mentioned on these pages. Draw a four-column chart on the board with the headings **drama**, **comedy**, **action-adventure**, and **animation**. Ask for defining characteristics for each genre. For example:
Dramas are serious films that portray realistic characters, situations, and settings.
Comedies are designed to make people laugh. They often include animated characters or regular people in funny situations.
Action-adventure TV films are usually exciting. They involve searches for lost treasures or undiscovered objects, usually in exotic locations.
Animation films have characters or situations that could never happen in real life. They are often family-oriented films with imaginative stories that involve journeys, helping friends, settings in fantastic worlds.
- Elicit movie titles in English that fit into each category and write them on the board.
- Brainstorm other movie genres and elicit a brief description of each. Possible answers include: action, biography, children's, crime/mystery, disaster, documentary, espionage/spy, family, western, sci-fi (or science fiction), and war.

Quick Check

A

- Have a student read aloud the directions.
- Give students time to find and underline each of the words in the box on the movie cards. Tell them to read the sentences containing the underlined words carefully and try to guess the meaning of the words from context.
- Have students work individually to complete the sentences with the words from the box. Point out to them that the italicized words are movie titles.
- To check answers as a class, call on students to read aloud their completed sentences.

Answers

1. animated
2. prestigious
3. idiosyncratic
4. untimely
5. capture
6. prominent
7. abrupt
8. delusion

B

- Have students work with a partner to ask and answer the questions about the movies on pages 54 and 55.
- Check answers by calling on pairs to read aloud and answer each question.

Answers

Answers will vary. Sample answers:

1. Animated, science fiction, fantasy films
2. War films, Sci-fi films
3. Adventure, documentary films
4. Documentaries, biographical, drama, epic films.

2 Pair Work

- Have students read the directions with a partner. Tell them to create two movie cards like the ones on these pages. Each card should contain a description of the movie.

Workbook

Assign page 37 for practice with the vocabulary of the unit.



Teaching Tip

Keep students interested in lessons by varying your teaching methods. Surprise students with different activities, such as role plays, debates, brainstorming, discussions, demonstrations, audiovisual presentations, guest speakers, and group work.



Additional Activity

Ask students to complete a word family chart for each vocabulary word from exercise A. The completed charts may look like the following:

Noun	Verb	Adjective	Adverb
abruptness	X	abrupt	abruptly
animation	animate	animated / animate	animatedly
delusion	X	delusive	delusively
capture	capture	X	X
X	X	untimely	untimely
prestige	X	prestigious	prestigiously
idiosyncrasy	X	idiosyncratic	idiosyncratically



Popcorn and films go hand-in-hand. Popcorn has been eaten for thousands of years. It used to be popped by throwing it on sizzling hot stones over a raging campfire. As it popped, it would shoot off in various directions. It was a game to catch and eat it.

5

NAME THE TV FILM

About the story: Based on the real life story of prominent mathematician John Nash, this film portrays Nash's struggle with his delusions caused by a mental condition. Nash starts a seemingly promising academic career and makes a remarkable advancement in "game theory," when he begins having delusions and struggles to maintain control over his mental state. His wife, Alicia, stands by him through years of therapy, and he is eventually able to resume his research and goes on to win the prestigious Nobel Prize.



Answers:

1. *Toy Story*; 2. *The Lion King*; 3. *Finding Nemo*; 4. *Bruce Lee: A Warrior's Journey*; 5. *A Beautiful Mind*

Quick Check

A. Vocabulary. Complete each sentence with a word from the box.

abrupt	animated	prominent	untimely
delusions	capture	prestigious	idiosyncratic

1. *Finding Nemo* and *Toy Story* are two examples of _____ films.
2. The Nobel Prize is the most _____ award a scientist can win.
3. Geniuses are often quite _____ individuals. They tend to have unusual behavior and habits.
4. A young actor's _____ death in an accident usually gets wide media coverage.
5. A cameraman's job is to _____ the scenes on film.
6. Chris O'Donnell played the part of Hemingway, a _____ American writer.
7. The _____ ending of the film surprised us.
8. _____ can sometimes be a symptom of mental instability.

B. Comprehension. Answer the questions.

1. Which TV films use fictional characters?
2. In which TV films are there characters who are allies?
3. In which TV films do the characters take a journey?
4. Which TV films are biographical?

2 Pair Work

In pairs, create your own clues for one or two TV films or documentaries you have seen. Read the clues to your class and see if they can guess the film or documentary.

3 Grammar

Both...And, Not Only...But Also, Either...Or, Neither...Nor

Both...and, not only...but also, either...or, and neither...nor are all paired conjunctions. They are used to link two words, phrases, or clauses of the same type. For example, nouns are linked with nouns, adjectives are linked with adjectives, and verbs are linked with verbs.

My favorite animated film is **either** *Toy Story* **or** *Simba*.

He is **not only** *hardworking*, **but also** *intelligent*.

When connecting two subjects with *both...and*, be sure to use a plural verb.

Both my father **and** his boss *were* present in the meeting.

When connecting two subjects using *either...or, not only...but also, or neither...nor*, the choice to use a singular or plural verb depends on the subject that is closer to the verb.

Neither my uncle **nor** my brothers *want* to see that documentary.

Neither my brothers **nor** my uncle *wants* to see that documentary.

Independent Clauses with And, But, Or, So, and Yet

An independent clause is a group of words that includes a subject and verb. It expresses a complete thought, and can stand alone as a sentence.

I ordered the engine part online.

Two or more independent clauses can be combined with coordinating conjunction words, like *and, but, or, so, and yet*.

I ordered the engine part online, **but** now I can't find the confirmation number.

The conference hall wasn't air-conditioned, **so** I demanded a refund.

I liked the book, **yet** I hated the DVD film.

Note: When a sentence includes two independent clauses joined by a coordinating conjunction, use a comma before the coordinating conjunction.

A. Complete each sentence with the correct paired conjunction and an idea of your own.

 She arrived with both her brother and her sister.

1. We like neither fast food _____.
2. The university is both prestigious _____.
3. He not only plays basketball well, _____.
4. We're either going to eat pizza _____.
5. I neither watch TV _____.
6. The policeman not only stopped the crime, _____.
7. In the morning, she drinks either coffee _____.
8. Jack has neither called us _____.
9. Bruno has both a sore throat _____.
10. You can either look for a new job _____.

3 Grammar

Both...And, Not Only...But Also, Either...Or, Neither...Nor

- Read the explanation and examples with students.
- Direct students to exercises **A** and **B** to practice paired conjunctions.

Independent Clauses with And, But, Or, So, and Yet

- Read the explanation and examples with students.
- Write the following sentences on the board. Ask: **Which is incorrect?**
It is raining hard. There is a lot of lightning. (correct)
It is raining hard there is a lot of lightning. (incorrect)
- Write the following sentences on the board. Ask students to complete each sentence with the correct conjunction.
It is raining hard, ____ there is a lot of lightning. (and)
He didn't want to walk in the rain, ____ he took a taxi. (so)
He doesn't live far away, ____ he always drives. (yet, but)
We could go to a restaurant, ____ we could stay home and watch TV. (or)
I don't like documentaries, ____ I will see it if he asks me. (but)
- Direct students to exercise **C** for practice.

Language Builder

Although many teachers object to students beginning sentences with a conjunction, such as *and*, *but*, *so*, or *yet*, it is not grammatically incorrect to do so. As a matter of fact, it can sometimes help connect ideas effectively. However, here are three things to keep in mind:

- Make sure that the conjunction is followed by a main clause.
- Don't use a comma after the coordinating conjunction.
- Don't begin every sentence in a paragraph or essay with a conjunction. It is more effective if this technique is used sparingly.

A

- Have a student read the directions aloud.
- Have students work individually to complete each sentence. Then have them compare answers with a partner. Remind students that their sentences should contain the same paired conjunctions but the ideas can be different.
- To check answers as a class, call on multiple students to give their complete sentence for each.

Answers

Answers will vary. Sample answers:

1. nor pizza
2. and expensive
3. but also football
4. or Chinese food
5. nor listen to the radio
6. but also saved the victim
7. or tea
8. nor emailed us
9. and a fever
10. or stay at the job you have

4 The World of TV

B

- Ask a volunteer to read aloud the directions and the example. Tell students to choose which paired conjunction makes the most sense to use for each.
- Have students work individually to rewrite the sentences, and then compare answers with a partner.
- Call on students to read aloud their sentences. Ask other students to give variations as appropriate.

Answers

Answers will vary. Sample answers:

1. Both the Statue of Liberty and the Empire State Building are in New York.
2. She not only broke her leg, but she also dislocated her shoulder.
3. Neither *Bill James* nor *Charlie Bower* succeeded in climbing mount Everest.
4. I'll either call you or email you later.
5. We're neither angry nor disappointed.
6. Both ice and vapor are states of water.

C

- Have a volunteer read aloud the directions and example.
- Have students work individually to first match the independent clauses, and then rewrite them.
- To check answers as a class, call on volunteers to write their sentences on the board.

Answers

Answers will vary. Sample answers:

2. f I told them I'd come over for dinner, but I'm really not feeling well.
3. e He's a vegetarian, so he's not going to eat any beef burgers.
4. a She's lied to her more than once, but she continues to consider her a friend.
5. b One of their children lives in Japan, and the other lives in Argentina.
6. d He's very comfortable in the U.S., but he continues to miss his home in Brazil.

D

- Have a student read aloud the directions and the names of the animals.
- Arrange students in pairs to write sentences. Give them a minimum amount of sentences to write.
- Call on pairs to share their sentences.

Answers

Answers will vary.

Workbook

Assign pages 38–40 for more practice with the grammar of the unit.



Teaching Tip

Discuss with students the importance of being able to realize and correct their own mistakes. This is an important skill.

B. Combine each pair of sentences using a paired conjunction.

💡 Jack isn't old enough to vote. Richard isn't old enough to vote.
Neither Jack nor Richard is old enough to vote.

1. The Statue of Liberty is in New York. The Empire State Building is in New York.
2. She broke her leg. She dislocated her shoulder.
3. Bill James didn't succeed in climbing Mount Everest. Charlie Bower didn't succeed in climbing Mount Everest.
4. I'll call you later. I'll email you later.
5. We're not angry. We're not disappointed.
6. Ice is a state of water. Vapor is a state of water.

C. First, match the independent clauses. Then rewrite them as one sentence using a coordinating conjunction and correct punctuation.

💡 You can admit your mistake, or you can just hope no one notices it.

- | | |
|---|---|
| 1. You can admit your mistake. <u>c</u> | a. She continues to consider her a friend. |
| 2. I told them I'd come over for dinner. ____ | b. The other lives in Argentina. |
| 3. He's a vegetarian. ____ | c. You can just hope no one notices it. |
| 4. She's lied to her more than once. ____ | d. He continues to miss his home in Brazil. |
| 5. One of their children lives in Japan. ____ | e. He's not going to eat any beef burgers. |
| 6. He's very comfortable in the U.S. ____ | f. I'm really not feeling well. |

D. Write sentences about the animals using both paired conjunctions and coordinating conjunctions.

💡 Both the cheetah and the ostrich are fast runners.

goldfish	deer	salmon	bear	camel	ostrich	hawk
fox	elephant	snake	penguin	turtle	cheetah	tiger



4 Conversation



Adel: That was such a fantastic basketball game on TV.

Fahd: You *must* be joking.

Adel: Why? Didn't you like it?

Fahd: I thought it was a terrible game. The whole thing was **just** awful.

Adel: What didn't you like about it?

Fahd: For one thing, the Bulls' key player missed every easy shot. It really bothered me throughout the entire game.

Adel: Well, you're right about *that*. But what else didn't you like?

Fahd: I thought their uniforms were ridiculous. I found the whole idea of the Bulls' players wearing cowhide tops **hard to swallow**.

Adel: I don't agree at all. The whole idea is to stand out in the game. The tops are not real cowhide. It's fake cowhide.

Fahd: I'm not sure they were fake. Think of all the poor animals they took the hides from. They must believe that the poor animals are **a dime a dozen**. Anyway, by the end of the game, I started to **doze off**.

Adel: We seem to have very different tastes in basketball and uniforms. Maybe next time we get together we should just go out to a restaurant.

Fahd: I couldn't agree more.

About the Conversation

1. What did Adel like about the game?
2. What did Fahd dislike about the players?

Real Talk

just = really, very

hard to swallow = not easy to believe

a dime a dozen = something so common that it doesn't have much value

doze off = fall asleep

Your Turn

Role-play with a partner. Think of a situation in which two people might disagree. Discuss your opinions, using the phrases for agreeing and disagreeing.

Agreeing

I agree completely.

I couldn't agree more.

You're absolutely right.

You're right about *that*.

Disagreeing

(I'm sorry but) I don't agree (with you).

I see it differently.

I totally disagree.

(I'm afraid) I don't really agree.

I'm not so sure about that.

You *must* be joking. (Informal and not very polite)

4 Conversation

- Ask students to look at just the photo. Ask: **What is happening?** (Adel and Fahd are watching something exciting, probably a sports game)
- Write the following question on the board: **What are they watching?** Tell students to listen for the answer to this question with the conversation still covered.

 Play the audio. Have students listen for the answer to the question on the board. (They are watching a basketball game.)

 Play the audio again and have students listen and follow along in their books.

Real Talk

- Model the words and phrases for students to repeat. Point out that these are informal expressions normally used in casual conversation, not in formal situations.
- Ask who says each word or expression and why. Elicit answers, such as the following:

just (Fahd says this, to stress the word *awful*. The basketball game was *just awful*.)

hard to swallow (Fahd says this, meaning that he couldn't believe how ridiculous cowhide uniforms were.)

a dime a dozen (Fahd says this, meaning that the Bulls must believe that animal's lives don't have any value.)

doze off (Fahd says this, meaning he was falling asleep while watching the game.)

- Have students practice the expressions with a partner. Write the following questions on the board and have students discuss them.

Have you ever watched something on TV and found it hard to swallow? Explain.

What kinds of TV programs, or people's actions are a dime a dozen? Give examples.

Have you ever dozed off while watching a game because you were not interested in it? Explain.

- Have students practice the conversation in pairs, switching roles.

About the Conversation

- Have students work individually or in pairs to answer the questions.
- Check answers as a class by calling on volunteers to read their answers aloud.

Answers

Answers will vary. Sample answers:

1. He thought it was exciting.
2. He thought the Bull's key player didn't play well and Bull's cowhide tops were ridiculous.

Your Turn

- Ask a volunteer to read the directions aloud.
- Have students read the expressions for *Agreeing* and *Disagreeing* in the box.
- Ask students to find and underline any of these expressions in the Conversation. (*Agreeing*: You're right about *that*. / I couldn't agree more. *Disagreeing*: You *must* be joking. / I don't agree at all. / I'm not sure it was that original.)
- Have students work in pairs to create their role play. Brainstorm together a few situations in which they might disagree; for example, about a book, a restaurant, a mutual friend, weekend plans, etc. Tell them to be sure to use some of the expressions from the box, as well as a Real Talk expression.
- Monitor students as they practice, making sure that they are not writing their role plays, but speaking them. If students finish early, have them switch roles to give each the chance to practice both agreeing and disagreeing.
- Have one or two pairs act out their conversation for the class.

5 Listening

- Tell students to read the questions in the chart so they know what information to listen for.
-  Play the audio. Tell students to listen but not to write at this time.
-  Play the audio again. Have students write their answers in the chart.
-  Play the audio again for students to check their answers. Pause the recording as necessary to confirm.

Answers

Design 1	Design 2	Design 3	Final Design
stylish	aesthetically superb	nothing good	what they needed
functional problems	staff isolated in cubicles	not modern enough	
doesn't meet needs	superb style but not functional	neither stylish nor functional/ disappointing	satisfying

Audioscript

Interviewer: This is Special Places for Special People – your morning show on home and work design. As you can see, we have just walked into the fabulous newly designed interior of an old building in the center of town. The building has been cleared out to form large open-plan offices, as well as comfortable glassed-in private offices along the front. We are being met by Mr. Douglas, the CEO of Streamline Airlines. This is the Streamline Headquarters and a lot of money, time, and effort have gone into renovating the building and redesigning the interior.

Interviewer: Good morning, Mr. Douglas.

Mr. Douglas: Hello and welcome to our new offices.

Interviewer: Thank you. So this is it. How do you feel about the space and the way it has been designed?

Mr. Douglas: I am satisfied with the design. It certainly lives up to our expectations aesthetically, and it complements the style of the building and the location. Actually, the initial design was not quite what we needed, and different parts of the building were not optimally utilized. There are so many things one has to take into consideration: functional issues, such as the number of employees, meeting rooms, facilities for self-catering, mail, insulation, electronic equipment, storage, and a lot more. Naturally, all these other aspects need to be catered to while making the most of the space and lighting, and managing to develop a distinct, yet pleasing, style that will contribute to a positive atmosphere. It was really frustrating to have to compromise the style of the design in order to meet functional needs at times. We had to reject the second design which was superb from an aesthetic viewpoint and quite minimalist, because it required staff to squeeze into tiny cubicles along the

back, out of the way. Then the third design, a modified version of the second one, was really disappointing because it was neither stylish nor fully functional. Finally, the team of architects and decorators that had taken on the project decided to go back to the drawing board and came up with three wonderful options. Naturally, they were presented to the board and we chose this one. It's a long, arduous process but in the end it all comes together.

Interviewer: So this was your choice, I take it, including that glass cylinder in the middle of each floor that I suppose goes up to the roof. And I can see plants that are suspended and plants placed in niches all the way to the top. Whose idea was that?

Mr. Douglas: Oh, well, that was our staff. We invited them to contribute to our new premises in a way that would signal our green policies and this is what they came up with. The final choice regarding the design was made by the whole board. I do like it and I think it is quite efficient in practice. My only complaint about it is that it is not modern enough.

6 Pronunciation

-  Play the audio while students listen and read along in their books.
-  Play the audio again. Students listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

Answers

1. f 3. i 5. c 7. a 9. g
2. d 4. b 6. e 8. h

B

- Have students compare answers with a partner.



Teaching Tip

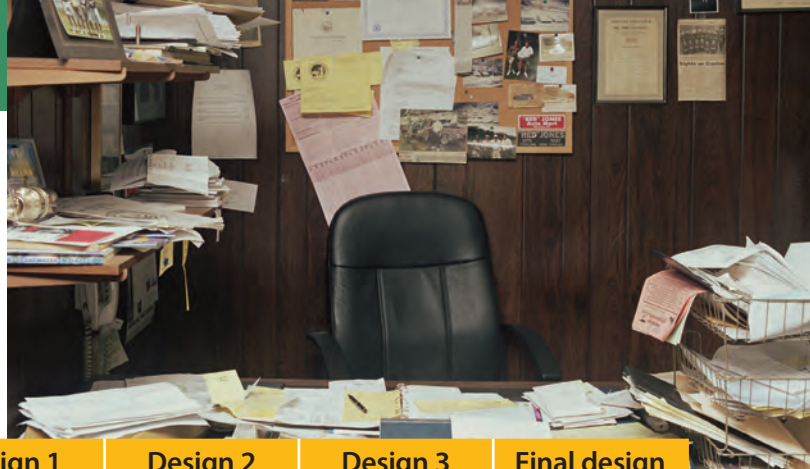
Encourage students to listen to authentic English radio programs. Suggest they begin by listening for short periods of time and gradually build up to listening for longer periods as their comprehension increases.

Workbook

Assign page 41 for additional reading practice.

5 Listening

Listen to the interview from the TV show *Special Places for Special People* and complete the chart.



		Design 1	Design 2	Design 3	Final design
1.	What was good about it?				
2.	What was bad about it?				
3.	What was the CEO's opinion?				

6 Pronunciation

When a word that ends in a vowel sound is followed by a word that begins with a vowel sound, the words are naturally linked by an inserted *w* or *y* sound. Listen and practice.

1. **Hello and** welcome **to our new offices.**

↑↑ ↑↑ ↑↑
w w w

2. **I am** very happy with the designs.

↑↑
y

3. The design lives up **to our** expectations.

↑↑
w

4. In **the end**, it all comes together.

↑↑
y

5. **My only** complaint about the **new one** is that it is not modern enough!

↑↑
y

↑↑
w

7 Vocabulary Building

A. You will see the following words in the reading on pages 60 and 61. Match the words with their meanings.

- | | |
|---------------------|--|
| 1. _____ altered | a. unusual and attractive |
| 2. _____ captivates | b. extremely important |
| 3. _____ confronts | c. imperfections |
| 4. _____ crucial | d. captures someone's attention |
| 5. _____ defects | e. lasting |
| 6. _____ enduring | f. changed |
| 7. _____ exotic | g. great, remarkable |
| 8. _____ ironically | h. against the way it appears |
| 9. _____ phenomenal | i. meets something difficult or dangerous |

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading

Before Reading

Brainstorm a list of elements in a detective story.

The Formula behind Detective Stories on TV



Detective stories have always been a favorite in literature, and now they are one of the most popular genres in TV films and series. There is something appealing about the mystery and intrigue that captivates viewers and keeps them in suspense until the case is finally solved.

But what accounts for the phenomenal success and enduring popularity of detective stories? Is it the charismatic and fearless hero and his uncanny ability to uncover the truth? Is it the action and adventure—the high-speed chases, danger, and exotic settings? Is it the psychological wit and hi-tech gadgets that the detective has at his disposal? Or is it the simple fact that the viewer knows the hero will triumph over the villain in the end?

Clearly, the TV audience enjoys the mystery and non-stop suspense of detective films. However, ironically, there is also predictability to the story that is tremendously appealing. Certain elements and sequences of events appear over and over in detective stories and are eagerly awaited by fans. TV films and series with such predictable elements are known as *formula* films. The TV audience knows the plot will be puzzling and sometimes have unexpected results. They know the hero will confront dangerous villains. They know there will be complicated steps involved in piecing together all the clues, and they are challenged to try to figure out the mystery before the detective.

The most basic element in the formula of a detective story is the hero—the detective. This is the character the viewer identifies with throughout the film. He is usually a courageous individual with superior intelligence. He is often charming and outgoing, which helps him socialize with others, while, in fact, he is collecting information from witnesses and gathering evidence for his case. Another type of hero is the gruff and serious detective, who rarely smiles, but is very efficient at his job. In contrast, the hero in detective comedies is a naïve and clumsy character who accidentally stumbles across clues to eventually solve the crime.

Of course, the villain also plays a crucial role in the story. On occasion, the villain's identity is a mystery and is only revealed at the end, but more often he is introduced to the TV audience. Just as there are formulaic types of heroes, there are stereotypical villains: cold-blooded, greedy criminals, evil geniuses, and mad scientists. Most villains also have physical or psychological defects that add to the ugliness of their character, such as a scarred face, a missing limb, or a split personality.

The detective is challenged to find the villain by following clues. To assist him, he uses special talents in intellectual reasoning or has help from technological devices. These range from a simple magnifying glass to sophisticated DNA analysis and electronic tracking devices. Some detectives even use high-tech gadgets that are disguised as everyday objects, such as an explosive pen, a laser watch, or a computerized, talking vehicle!

When the hero confronts the villain, there are always scenes of action and danger. These involve high-speed chases on any kind of vehicle imaginable—cars, motorcycles, helicopters, speed boats, skis, submarines, camels, or simply on foot.

8 Reading

- With students' books closed, write on the board: **Detective stories.** Do the **Before Reading** activity as a class: Brainstorm a list of elements in a detective story. Elicit such information as film titles, various fictional detectives and detective novels. Write notes on the board of students' ideas. (For background information about various detectives, see the Culture Note on this page.)



- Play the audio. Ask students to listen with their books closed.
- Ask: **Were any of your ideas on the board mentioned in the reading? Which ones?**
- Draw students' attention to the photos. Ask: **Who are these people?** (They are Sherlock Holmes and Dr. Watson.)

READING STRATEGY Active reading

- Tell students that when they are reading for information, it is helpful to highlight, underline, and jot down notes on the text as they read. This will emphasize the most important information in their minds, helping them to recall it later.
- Tell students to read the text silently, practicing active reading. Have them highlight or underline the parts of the text that they think are important as they read.
- Arrange students in groups of three to compare their marked-up texts. Have them notice what types of information each group member highlighted or underlined. Did they choose the same pieces of information? Have them ask and answer questions about why they thought certain pieces of information were important but others weren't.
- For additional vocabulary practice, have students look at the Vocabulary Building exercise on page 60. Have them search the text for all of the words in the left column and underline them.
- Tell students to study the meaning of the words in the context of the sentences.
- Call on a volunteer to explain in his or her own words each vocabulary word in the context of the reading. Sample answers may include the following:
Detective stories are popular because we like mystery and intrigue.
another element is that we always try to predict and solve the case.
A good detective story always needs a hero.

The villain's identity is sometimes a mystery and sometimes introduced to the TV audience.

The detective uses intellectual reasoning, and technological devices to solve the mystery.

There are scenes of action and danger when the detective confronts the villain.

sometimes, the detective is captured and he has to use his skills to escape.

Culture Note

Famous detectives

Inspector Morse was a very popular television series of 33 episodes in the 80's, created by Colin Dexter. John Thaw was the lead character. He works in Oxford, England, as a criminal investigation officer, who likes playing crossword puzzles. Morse is known by his last name and when they ask his first name he says "Inspector". He deals with criminals in his own manner and has a very heated temperament.

Hercule Poirot is an amateur detective, created by Agatha Christie, has been featured in 34 novels and several other short stories. Mr. Poirot is a Belgian retired police officer who likes traveling, is very intelligent, has an eye for finding out details and solves all cases. He is charming and also arrogant and usually calls himself the greatest mind in England. Some of the most famous novels are: *Murder on the Orient Express*, *Evil under the Sun*, *Death on the Nile*, *The Mystery of the Bagdad Chest*, *The Incredible Theft*.

Perry Mason is a defense attorney created by Earl Stanley Gardner. Earl has written over 80 novels and became one of the best-selling authors. Perry Mason also got a positive reception through the TV series being a successful lawyer. He accepts cases mainly based upon his curiosity regarding the client's problem. He was acknowledged as a better detective not only by his clients but also by police detectives.

Sherlock Holmes was created by Sir Arthur Conan Doyle, who wrote about 60 stories. Holmes was famous for his powers of observation, which he used to solve complex problems, crimes and mysteries. He is always assisted by his friend Dr. Watson. He lives at 221b Baker Street in London. Holmes is so popular that a lot of people believe that he is a real historical figure. Some of the most famous novels are: *The Hound of the Baskervilles*, *A Study in Scarlet*, *The Sign of Four*, *The Valley of Fear*.

After Reading

- Have students work individually to answer *true* or *false* for each statement, referring back to the text as necessary. Have them rewrite the false sentences to be true.
- Have students compare answers with a partner, discussing any they have answered differently and evaluating which answer is correct.
- Check answers as a class by calling on volunteers to read the statements and give their answers.

Answers

1. false (They are popular both on TV and in literature)
2. true
3. true
4. false (There are different types of heroes)
5. false (It's hard to imagine that it will be altered)

9 Speaking

- Arrange students in small groups to discuss the questions. Assign one student the role of reporter.
- Monitor students' discussions to make sure that everyone is taking part. Have students copy the chart in the notebook and write their ideas.
- Ask a volunteer to lead the follow-up class discussion. The volunteer should call on the reporters to share the most interesting parts of their discussions and then ask other students for any individual questions, opinions, or responses.

Workbook

Assign pages 42-43 for additional writing practice at word and sentence level.

Teaching Tip

Devote sufficient classroom time to fully explain the steps in the writing process and brainstorm possible topics as a class. This will help students feel more confident about writing their essays and decrease anxiety.

Additional Activity

Create concept maps. Working individually, have students draw a concept map like the one on this page. Say a concept, for example: **TV films**. Students write this in the center circle and then quickly write down all of the words that come to mind in the surrounding circles. Give them only about a minute. Repeat this procedure with several concepts. Have students compare their maps with a partner and discuss the similarities and differences in their maps.

Project: Films, Films

In groups, have students choose one English-language TV film to watch. (You might prepare a list of readily available, appropriate, non-subtitled films ahead of time for students to choose from.) As a group, they watch the TV film and write down 10 questions about it. Groups compile their questions into a quiz to give to another group. Then the groups watch the other TV film and try to answer the questions.

If the detective is captured, he finds himself in life-threatening situations and must use his skills to escape. He is then even more determined to catch the villain.

One way or another, the detective always accomplishes his mission, much to the satisfaction of the audience. The formula for detective stories is so successful; it is hard to imagine that it will ever be significantly altered. After all, who wants to watch a detective story without action and adventure, or in which the villain wins?

After Reading

Answer **true** or **false**. Rewrite the false statements to make them true.

1. ___ Detective stories are only popular on TV.
2. ___ The success of detective stories is due to a combination of elements.
3. ___ Many elements of a detective story are predictable.
4. ___ All detective stories have an intelligent and charming hero.
5. ___ The formula of detective stories is likely to change in the future.

9 Speaking

1. Work in pairs/groups. Compare two TV films or documentaries that you have seen. Think about the characters, setting, plot, story development, special effects, and other features in the TV films; consider the theme, setting, time period, history, special effects, and outcome in the documentaries.
2. Make notes in the appropriate chart. Use your notes to talk about the similarities and differences of the TV films/documentaries that you have compared in class.

Title	TV Film 1: _____	TV Film 2: _____
characters/actors		
setting		
plot		
story development		
special effects		
other features		

Title	TV Documentary 1: _____	TV Documentary 2: _____
theme		
setting/location		
time period		
history		
special effects		
outcome		

10 Writing

- A.**
1. What kind of TV films do you enjoy? Why?
 2. Are there categories of TV films that you are not interested in or you dislike? Which? Why?
 3. Can you explain what is meant by “film genres”?
 4. Read the text and find out.
 - What are genres? How are they defined?
 - How easy is it to classify TV films?
 - Are there distinct and permanent categories? Why? Why not?
 5. What are the distinguishing characteristics of different genres? Underline/highlight words/phrases or sentences that provide the answer.

action	adventure	comedy	drama	animation	epics
biopics	detective	horror	war	Western	science fiction



Main Genres of TV Films



Film genres are categories of films based on theme, setting, plots/stories, characters, and other specific features such as special effects, computer enhancement, animation, etc. There are major genres and subgenres. For example, adventure and action films are quite well-known and associated with popular heroes such as *Superman* or the *Rambo* sequels.

It is not always easy to classify films as they often combine elements of different genres. *Kung Fu Panda*, for instance, is an animated film which can also be categorized as an action film. This is the reason why some films are listed in different categories or a category that is more popular at a given time.

Film genres evolve through time. Action films featuring martial arts specialists and superhuman heroes used to be very popular over a decade ago. They still exist, but they seem to have lost their initial appeal. If a film includes action and is filmed in tropical settings, is it an action film or an adventure film? Would you say that *Toy Story* belongs to animation as a genre or comedy? Is it more of one or the other? And if so, which?

Detective films are developed around stories of criminal actions and include elements of mystery and suspense. Dramas, on the other hand, are serious films, portraying realistic life situations, character development, and interaction. They include a number of subcategories, e.g. melodramas, biographies, or “biopics.” Epics are usually costume dramas,

historical dramas, or war dramas in extravagant settings with lavish costumes. They are sometimes a more spectacular version of a biopic film, such as *The Last Emperor*.

Horror films are designed and produced to frighten audiences. They are sometimes combined with science fiction when, for example, Earth is invaded by an alien monster. Science fiction films, on the other hand, are often visionary, with futuristic technology and extraordinary creatures from outer space. One of the most famous examples of this genre is *E.T.*

War films portray the horror and destruction of war and are often combined with documentary excerpts. They are also paired with other genres depending on the story, e.g. action, adventure, drama, comedy, etc. Finally, Westerns represent one of the oldest genres with easily recognizable plots, elements, and characters, including horses, dusty towns, Indians and cowboys, good and bad guys, a sheriff and deputies, etc. In other words, they follow a common formula which has been modified, developed, expanded, supplemented, and revisited over the years.

If you look up film genres in different sources, you will find that they share some categories but not others. Once again, this is quite natural, given the evolutionary nature of film genres and changing trends in popularity that reflect overall social and financial trends.

10 Writing

A

- Direct students' attention to the picture. Discuss what they see. Elicit answers to questions. For example:
Where can you see scenes like this one?
What can you see in the background? Can you tell where it is?
Who do you think the men are? What do you think is about to happen?
- Have students read the questions 1 and 2.
- Elicit the names or kinds of films they prefer. Ask them to work in pairs and reflect on what they would say to a friend in order to convince him/her that this type of film is worth watching, so they can watch a film together.
- Have students answer 2 individually then compare with a partner. Tell students to move around the classroom and find someone who dislikes the same type of films.
- Read the directions for 3 with the class. Have students work in pairs discussing the question. Call on volunteers to present their answers for the class.
- Read the directions for 4 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class.
- Play the audio and have students listen and follow in the text. Give them a few minutes to compare their predictions with the actual information in the text.
- Have students present their answers for the class. Hold a class discussion on all the points raised in task 4.

Answers for 4:

- Categories of films based on theme, setting, plots/ stories, characters, and other specific features such as special effects, computer enhancement, animation, etc.
There are major genres and subgenres.
- It is not always easy to classify films as they often combine elements of different genres.
- No there aren't because film genres evolve according to appeal. For example action films with superhuman heroes used to be popular over a decade ago. They're not so popular any longer.
- Call on a student to read the directions for 5. Then have students read the text and highlight words which provide information on the distinguishing characteristics of different genres. Tell them to compare with a partner.

Answers for 5:

- action: martial arts, superhuman heroes
- adventure: tropical setting (unusual setting),
- comedy: Toy Story (also animated)
- drama: serious, realistic life situations, character development, interaction, melodramas, biographies, biopics
- animation: Toy Story(cartoon, design)
- epics: costume dramas, historical dramas, war dramas, extravagant settings, lavish costumes, spectacular version of biopic film
- biopics: The Last Emperor (a film based on a true story)
- detective: criminal action, mystery, suspense
- horror: frighten audiences, combined with science fiction, earth invaded by alien monster
- war: horror and destruction of war, documentary excerpts, paired with other genres
- western: oldest genres, recognizable plots, elements and characters, horses, dusty towns, Indians and cowboys, good and bad guys, sheriff and deputies, common formula, modified, revisited
- science fiction: earth invaded by alien monster, visionary, futuristic technology, extraordinary creatures, outer space, ET
- Call on pairs to report for the class. Hold a class discussion on different film genres.

B

- Organize students in groups and have them read the directions for 1. Elicit examples of formulas for different genres. For example, a martial arts specialist who takes on a number of “bad” people for a good cause.
- Have students study the diagram, discuss the formula of the genre they have chosen and fill out the diagram with features/parts of the formula. Encourage groups to be creative and add their own ideas.
- Ask them to think about a film and visualize scenes as they discuss and make notes. Encourage them to work together so they can all contribute their ideas and what they remember.
- Have students use their notes to present an overview of the formula in class.
- Call on a student to read directions for 3 in class.
- Direct students to the Writing Corner. Elicit what they know about different types of essay. Elicit what they think the features of an expository essay are.
- Read through the guidelines in the Writing Corner with the class, discuss and elicit examples.
- Point out that students will have to research and collect information about the film/genre that they have chosen to focus on, including quotes.
- If there is access to the internet you can ask students to download a script and use it as a source of information. Tell them that they can also search for reviews and/or comments on the film if they want.
- Have students add to their notes in the diagram.
- Direct students to the model text on the page. Point out that they can use it as an example for their introductory paragraph.
- Remind students to look back at the text on page 62 for ideas and ways to organize their information and write their essay.
- Ask students to discuss and plan their essay in groups or pairs. Then write the first draft of their essay. Ask them to help each other as they write.
- Have students exchange and comment on/edit their first drafts.
- Give students time to rewrite their essays taking into consideration their classmates’ suggestions and comments.
- Encourage students to re-read their essays/proof-read and make more corrections before they finalize them.
- Post the essays on the board or the wall for the class to read later and make comments on post-its.



Additional Activity

Organize students in groups. Ask them to brainstorm on film titles and genres. Have them write each film title on a slip of paper, fold it and throw it in a bag. Shake the bag with all the folded slips that you have collected from different groups. Ask a student to take the bag around to each group for one of the students to pick out a slip and open it. The group have to name the genre of the film.



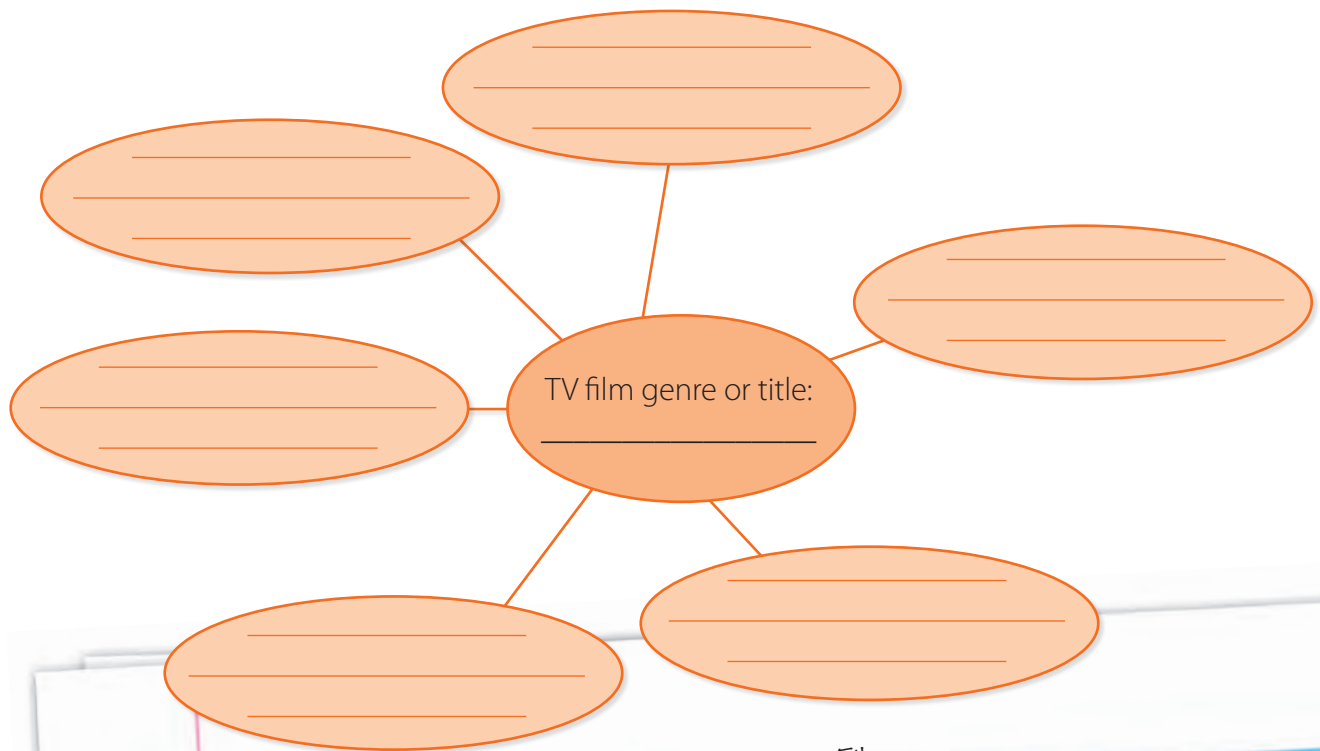
Teaching Tip

Have students think, make notes and plan their writing. Explain that it is important to focus on the content of a piece of writing and think about the people who are going to read it.

Workbook

Assign page 44 for additional writing practice above word and sentence level.

- B. 1. Think of a TV film genre that uses a formula (e.g. action, adventure, comedy, Western). Choose a particular TV film in this genre as an example.
2. Think about the different parts of the formula. Use a diagram to make notes.
3. Write an expository essay in which you reveal and explain the formula behind the film.



A Coming-of-Age Film

The Lion King is a coming-of-age film. Coming-of-age films focus on a young person's journey to adulthood, often both emotionally and physically. In these kinds of films there is usually a role model who helps teach the main character, and there is usually a test that the character must undergo. *The Lion King* is a good example of this kind of film because...

Writing Corner

When you write an expository essay:

- choose a specific area of a topic to focus on.
- think about your audience or readers.
- research and collect information from different sources.
- think of examples and comments made by others.
- you can use quotes, exchanges, and arguments from your sources.
- if necessary, you can present the information in three main sections:
 - a. an introduction and thesis statement
 - b. a longer paragraph or a number of paragraphs presenting the information about different aspects or categories of the main topic
 - c. a closing paragraph
- you are free to use different types of text, arguments, and material, including visuals.

11 Form, Meaning and Function



Comparative and Superlative Forms of Adjectives

The Comparative

Use *more/less* + adjective, or adjective + *-er* to make the comparative.

Detective stories **are more/ less popular than** stories about space travel.

Goldfish **are smaller than** clownfish.

Use words such as: *a little, slightly, much, a lot, considerably, definitely, and certainly* to express how much something differs, or to add emphasis.

Children's TV films are **considerably** better than they used to be.

Use *as* + adjective + *as* to compare things that are equal or similar.

Finding Nemo is **as good as** *Toy Story*.

Use *not as* + adjective + *as* to compare things that are different.

Finding Nemo and *Toy Story* are good TV films but **not as good as** *The Lion King*.

Use *the* + comparative, *the* + comparative to describe two actions. The second action happens as a result of the first.

The more I hear about the Giza Pyramids, **the more** I want to know.

The **harder** he works at speaking English, the **better** he becomes..

The Superlative

Use *the* + adjective + *-est* or *the most/least* + adjective to make the superlative.

The Nobel prize is **the most prestigious** award a scientist can win.

The company director agreed that it was **the least attractive** offer, but he was obliged to take it.

We can use the expression *by far* to add emphasis.

The Lion King is **by far** the best TV film of all.



A. Write sentences about the animals using comparative and superlative structures.

camel • cat • cheetah • donkey • eagle • elephant • goldfish • horse • ostrich • snake • tiger • lion

1. Both cheetahs and tigers are big cats.
Lions **are the biggest** of the cats.
The biggest tigers **are as big as** lions.
Cheetahs **are a lot smaller and more slender** in comparison.
The cheetah **is by far the fastest** land animal on Earth.

1. cheetah/tiger/lion
2. camel/donkey/horse/elephant
3. ostrich/eagle
4. bear/ snake
5. Your own idea



B. Imagine you are a contestant on a TV Quiz show. Work with a partner. Ask and answer the questions.

1. What's the most widely spoken language?
2. What's the tallest mountain?
3. What's the largest desert?
4. What's the deepest ocean?
5. What's the most populated city?
6. What's the largest lake (by size)?
7. What's the hottest place?
8. What's the driest place?

11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

- Choose volunteers to read aloud the sentences in the first part of the presentation and elicit the function. Ask: *What is being compared in each sentence?* (Two types of stories/ two types of fish)
- Point out the three ways we form the comparative. Ask: *Why do we add -er to small but add more or less before popular?*
- Elicit that we add -er to most one-syllable adjectives when we make them comparative, and use *more* and *less* with most three-syllable adjectives.
- Ask: *What word do we often use with comparative adjectives?* (than)
- Explain that quantifying words such as a little, slightly, much and so on, tells us how much something is more or less different to something else.
- Point out the structure for showing that something is equal is: *as + adjective + as*
- Read out the sentence with *the more ... the more* and elicit that this describes two actions, the second of which is dependent on the first. Point out we can use *the less ... the less...* and other comparative adjectives in the same way.

The Superlative

- Choose volunteers to read aloud the sentences in the next part of the chart. Have students identify the adjectives in the sentences. (Prestigious, attractive)
- Ask how many things are being compared in the sentences with *the most* and *the least*. (The speaker is comparing three or more things.)
- Point out that we can add emphasis to superlative structures by using: *by far*.

A

- Tell students to look at the picture. Call on students to make two or three comparisons.
- Direct students' attention to the list of animals in the box and the prompts 1 to 5. Tell students to work in pairs to write comparative sentences for 1 to 4.

- For prompt 5, tell students to choose two or three other animals from the box and write a sentence to compare them. They should then compare their sentences with a partner.
- Call on volunteers to share their comparative sentences with the class.

Answers

Students' own answers.

B

- Put students into pairs or groups of 3. Set a time limit for students to discuss and try to find the answer.
- Give each pair or group a name and write their name on the board. 'Score' each correct answer from each pair or group.
- At the end of the exercise, the pair or group with the most correct answers 'wins'.

Answers

- Chinese Mandarin (number of speakers is 1 billion +)
- Mount Everest (8,850m)
- Sahara, North Africa (3,320,000 sq. miles)
- Pacific Ocean (10,924 m)
- Shanghai, China (13.3 million)
- Caspian Sea, Asia-Europe (371,00 sq m)
- Dalol, Ethiopia (annual average temperature is 93.2F, 34C)
- Aswan, Egypt (0.02 inches of rainfall a year)



Additional Activity

Have students work in small groups and compare the TV stations available in their city or country. What kinds of programs are shown? When are the most popular programs broadcasted? Compare the TV stations the groups present. *Which is by far the best TV station and why?*



Teaching Tip

Try to recycle vocabulary from previous units as much as possible. Here's one idea. At the start of a class, write relevant words from an earlier unit on the board. Give a "prize" to the first student who manages to use all the words in a natural way during the class.

Words Connected with Space and the Planetary System: Part 2

- Review the information about planetary systems from Unit 3; remind or elicit how many planets there are. Ask students to share any information they have about the planets. As a class, try to draw the planetary system on the board.
- Ask students to turn to page 65 in their Student Book and read the information in the chart. Crosscheck any information you have on the board with what is given in the chart. Call on volunteers to correct the information on the board if necessary.

Irregular Comparative and Superlative Adjectives

- Read through the information in the presentation. Use the adjective *far* to ask and answer questions about the planets. For example, *Which planet is the farthest away from the sun? Which planet is farther – Uranus or Venus? etc.*



- Tell students that they must use the information given in the chart to complete the exercise in C. Give students a few minutes to read through the whole text before they try to find the correct answers.
- Have students work alone and then compare their answers with a partner.
- Call on three students to read aloud a paragraph each.

Answers

- | | |
|----------------|--------------|
| 1. biggest | 11. rocky |
| 2. smallest | 12. almost |
| 3. farther | 13. farthest |
| 4. closest | 14. cold |
| 5. close | 15. icy |
| 6. larger | 16. most |
| 7. inhabitable | 17. largest |
| 8. slightly | 18. most |
| 9. close | 19. More |
| 10. hotter | 20. farthest |

Workbook

Assign pages 45-46 for more practice with the form, meaning and function of the structures in the unit.



Additional Activity

Have students tell a partner about one TV program that they have seen recently that they enjoyed. What was it about? Who was in it? Why did they like it?



Many people assume that teens are watching less TV now because they spend more time doing things like playing video games and surfing the Internet. However, a recent study says that this isn't true. The study found that in the last 5 years, teens have been watching 6 percent more TV. On average, teens spend more than 104 hours a month watching TV. They spend an average of about 12 hours online.

Words Connected with Space and the Planetary System: Part 2

Look at this information about the planets in our solar system:

Name of Planet	Distance from the Sun (km)	Size (km)	Number of moons	Geographical Features or Special Facts
Mercury	57,909,227	2,439.7	None	rocky
Venus	108,209,475	6,051.8	None	rocky, high mountains, volcanoes, poisonous air
Earth	149,598,262	6,371	1	rocky, inhabited, mountains, volcanoes
Mars	227,943,824	3,389.5	2	rocky, mountains, volcanoes
Jupiter	778,340,821	69,911	68	cold, rings
Saturn	1,426,666,422	58,232	62	cold, rings
Uranus	2,870,658,186	25,362	27	cold, icy rings
Neptune	4,498,396,441	25,362	14	cold, icy rings

Note: Our Solar System used to be described as a group of nine planets, but scientists now consider Pluto to be a dwarf planet.

Irregular Comparative and Superlative Adjectives

In most cases we make comparative and superlative adjectives by adding **-er / -est**, or we use **more/most** or **less/least**. However, a small number of adjectives are irregular.

well (healthy) – better – the best

far (distance) —farther or further – the farthest or the furthest

old (people in a family) – older or elder – the oldest or the eldest

bad – worse – the worst good –better – the best

- C.** Use the chart above to find information about the planets. Choose the correct word to make true facts about our solar system.

Some planets are much bigger and farther away from the sun than others. Jupiter is by far the (1. **biggest / hottest**) and Mercury is the (2. **smallest / coldest**) in our solar system. Mars is (3. **closer / farther**) from the sun than Earth. Mercury is the (4. **closest/ farthest**) planet to the sun. It is so (5. **close / far**) to the sun that if you stood on the surface of the planet, the sun would appear at least three times (6. **larger / smaller**) than it does on Earth.

Mercury, Venus, Earth and Mars are all rocky planets, but Earth is the only one that is (7. **inhabitable / uninhabitable**), which means that people, animals and plants live on it. Venus is only (8. **slightly / almost**) smaller than Earth and has many high mountains and volcanoes. Venus is so (9. **close / far**) to the sun that the land is (10. **hotter / colder**) than boiling water. Mars is a (11. **rocky / icy**) planet and is known as the Red Planet because of the red color of the planet's surface. Mars is (12. **almost/ considerably**) half the size of Earth.

The four planets (13. **farthest / closest**) away from the sun are Jupiter, Saturn, Uranus and Neptune. They are very (14. **hot / cold**) and (15. **green / icy**) places. Jupiter has the (16. **least / most**) number of known moons. Jupiter's four (17. **largest/ smallest**) moons were observed in 1610 by an Italian astronomer called Galileo Galilei. Saturn has the (18. **least / most**) spectacular ring system of all the planets. There are 7 rings made up of dust, rocks and ice. (19. **Most / More**) than 40 spacecraft have explored Saturn, but only one has visited Uranus and Neptune. Neptune is the (20. **farthest / closest**) from the sun and makes a complete orbit around the sun in about 165 Earth years.



12 Project

1. When certain kinds of films such as documentaries are being planned/created, a storyboard is created. A storyboard includes representative scenes with notes/comments. See the example below.
2. Think about the most important events and times of a Muslim person's life that you can present in a documentary and make notes in the chart.

AGE	Important events and times
0 – 10	
11 – 15	
16 – 20	
Over 20	



3. Use the storyboard framework below. Write the script/commentary of the documentary under **Comments** and what will be happening in the scene under **Action**.
4. Use a large sheet of paper or cardboard to create a realistic storyboard. Draw and/or use photos or parts of photos and drawings for the scenes. Transfer your script and action notes onto the storyboard. You can write your notes by hand or word process them. Use a font that is easy to read. Present your storyboard in class.

Student's name: _____

Production: Documentary: Events in a Muslim Person's Life

Panel
Footage

[Picture]

Comments

Action

Panel
Footage

[Picture]

Comments

Action

Panel
Footage

[Picture]

Comments

Action

page 1 of...

12 Project

- Organize students in groups. Tell them that they are going to design and produce a storyboard. Explain that a storyboard is necessary for any production that involves actors, actions and script (what the actors/people are expected to say).
- Read directions 1 with the class. Direct them to the example in the second half of the page. Ask groups to assign the sketching of each scene to the artistically talented members of their team.
- Call on a student to read the directions for 2 aloud and discuss it in class.
- Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.
- Have students read the directions for 3. Allow time for them to discuss and decide on the events that they are going to include in the documentary and how they are going to present them.
- Direct students to the chart and ask them to use it in order to make brief notes or copy it on a sheet of paper with more writing space.
- Read the directions for task 4 with the class.
- Have students assign roles and tasks to members of their group. Explain that they have to think of every single detail. Use questions like these to help them:
Where will each person stand in the picture?
What will they be looking at?
What will they be wearing?
Who else is going to be in the scene? Is he/she going to enter the frame/scene halfway through or from the beginning?
Which lines will the narrator and/or the person/people involved deliver? What kinds of emotions are involved?
What kind of props are going to be used?
What will the background be?
What is the setting? What is the set going to look like?
- Let groups organize themselves and work on their storyboards. Encourage the narrators and individuals (actors) to rehearse their lines. When they are ready allow each group to take turns rehearsing for their group. The rest of the groups watch and make suggestions for improvement.
- Have more trial runs if necessary and then have students act out each picture as the storyboard for the documentary is presented.

- Evaluate the presentation of each storyboard. Use the following criteria:
Action (interesting, boring, fairly interesting, interesting, amazing etc.)
Script (clever, too long, too short, natural, artificial, too predictable, etc.)
People (realistic, interesting, strong, representative, original etc.)
Acting (very good, good, average, needs improvement)
Direction (very good, clever, creative, original, uninspiring, etc.)
Setting (minimal but realistic, could be improved, inventive, original)
Picture (good frames, focused, brilliant, not focused enough, unclear, does not present actions realistically, presents actions realistically)
- Put storyboards up on the walls or the board for the whole class to read after they have been presented and evaluate.



Additional Activity

Have students share tasks and actions. Have them film real life incidents and/or use photographs (or download from the Internet). Narrate, edit and where appropriate act out the documentary and film it.



Teaching Tip

When assigning roles and tasks, students sometimes get impatient and do not assign tasks to the right people. If there are quieter and less confident students in your class find out what their strengths are, for example, drawing, photography and assign tasks accordingly. Assign artistic tasks to creative but quieter students.

13 Self Reflection



- Brainstorm The World of TV. Write the title on the board and elicit as many ideas and words as possible from the class. Call on a volunteer to list the words on the board.

- Have students scan pages 54 and 55. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember. For example:

Do you like any of the films that are presented as examples? Which? Why? Why not?

Which is your favorite TV film? Describe it briefly.

Has it been successful? Why? Why not?

What's the title of the film that is based on the life story of prominent mathematician John Nash?

Which film is a documentary of Bruce Lee's life?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 56, 57, ask them to form some sentences. For example:
Combine these sentences into one.

I am not sure what kind of film Toy story is; it is not a war film; it is not a biography

My brother attended the meeting and I attended the meeting.

My father doesn't want to drive to the desert. My brother doesn't want to drive to the desert.

John Nash is very intelligent. He is also a highly respected mathematician.

Answers:

- Toy Story is neither a war film nor a biography.
- Both my brother and I attended the meeting.
- Neither my father nor my brother want to drive to the desert.
- John Nash is not only very intelligent but also a highly respected mathematician.
- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 58, 59. Call on volunteers to say what the conversation is about in this lesson and which expressions they remember.
- Write the title of the reading on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
What does the viewer know about the hero of detective stories?
Is predictability appealing in detective films?
Which are the main qualities of the hero?
Which are the qualities of the stereotypical villain?
- Ask students what they remember from the discussion on TV films and documentaries.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about film genres.
- Have students scan pages 62 and 63 and make notes as before.
- Direct students to 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Discuss what they did. List some aspects of project work on the board. For example:
Personalization
Creativity
Natural language use
Focus on meaning
Research/ collecting information
Using other knowledge
- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



Things that I liked about Unit 4:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:
_____	_____
_____	_____

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about TV films and documentaries			
identify genres of TV films			
agree and disagree with opinions			
use <i>both...and, not only...but also, either...or, neither...nor</i>			
use independent clauses with <i>and, but, or, so, and yet</i>			
use comparative and superlative forms of adjectives			
talk more about space and the planets			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
_____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

5 Do You Really Need It?

1 Listen and Discuss

1. Do you think you are influenced by advertisements? Explain.
2. Describe an advertisement that you think is memorable or effective.

The BMX-3000 Sports Car

Introducing the new BMX-3000. Set yourself apart from the crowd with a car as modern and sophisticated as you are. The BMX-3000 has everything you ever dreamed of — speed, beauty, power, and performance. But be prepared for the attention: Wherever you go, people will watch and admire you and your BMX-3000. Wake up and get into the car of your dreams. Drive a BMX-3000, because you only live once.



FLORAL ESSENCE SHAMPOO

Put an end to dull, lifeless hair with Floral Essence Shampoo. Floral Essence contains 28 vitamins and minerals, so your hair will shine with health. Studies show that Floral Essence's exclusive new formula makes your hair twice as strong, while protecting your hair against the harmful effects of wind and sun. Use Floral Essence Shampoo for strong and healthy hair.



DYNEX LAUNDRY DETERGENT

Trying to get rid of tough laundry stains can be frustrating. Luckily, there's Dynex Laundry Detergent. Dynex has 33 percent more cleaning power than the next leading brand. If Dynex won't work, nothing will! Yet, while Dynex is powerful enough to get out the worst stains, it is gentle enough to use with all your clothes. Give it a try and see the Dynex difference for yourself. Unless your clothes look their best, you won't feel your best.



Unit Goals

- | | |
|--|--|
| <p>Vocabulary
The advertising industry
Advertisement techniques
Persuasive language</p> | <p>Listening
Listen for specific details</p> |
| <p>Functions
Evaluate and discuss the influence of advertising
Create an advertisement for a product
Advise someone against something</p> | <p>Pronunciation
To before consonants and vowels</p> <p>Reading
Ads Everywhere: Do You “Buy” It?</p> <p>Writing
Write a formal letter to a newspaper</p> <p>Form, Meaning and Function
Conditional Sentences with Present and Future Forms
<i>I’d Rather/I’d Prefer</i>
Words Connected with Shopping Habits</p> |
| <p>Grammar
Adverb Clauses
• <i>because, because of, since, and now that</i>
• <i>(in order) to</i> and <i>so (that)</i>
• <i>if, even if, in case, only if, and unless</i>
• <i>where, wherever, and everywhere</i></p> | |

Warm Up

- With students’ books closed, write the title of the unit on the board: **Do You Really Need It?** Ask: **What do you think the unit will be about?** Elicit guesses, but do not deny or confirm them.
- Ask students to open their books to pages 68 and 69 and scan the pictures. Ask: **Now what do you think the unit will be about?** (advertising and consumer products) Say: **When you want to buy something, do you ever ask yourself Do I really need this?** Ask: **What is the purpose of advertisements?** (to make people buy things)

1 Listen and Discuss

- Arrange students in small groups to discuss the introductory questions. Assign one student in each group the role of reporter.

- Call on a student volunteer to lead the follow-up class discussion. Have the volunteer stand at the front of the class and call on the reporters to tell about the most interesting parts of their group’s discussion and give examples of memorable or effective advertisements.
- Ask students to close their books or cover the pages.
 -  Play the audio. Have students listen with their books closed.
- Stop the recording after each advertisement and ask a few comprehension questions to make sure that students understood the main ideas. Ask questions, such as the following:
 - (The BMX–3000 Sports Car)
What kind of car is this? (a fast, beautiful sports car)
What will happen if you drive this car? (Everyone will watch and admire you.)
 - (Floral Essence Shampoo)
What will happen if you use this shampoo? (your hair will be shiny and strong)
What have studies shown? (makes your hair twice as strong, protects your hair against wind and sun)
 - (Dynex Laundry Detergent)
Why is this detergent better than others? (It contains more cleaning power.)
What can this detergent do? (get out the worst stains)
 - (Crystal Spring Water)
How is Crystal Spring Water different? (It is all-natural with no additives.)
Where does it come from? (a Swiss mountain spring)
What else is special about it? (It is good for the environment.)
 - (Planet Mercury Sneakers)
If you wear these sneakers, what will you be able to do? (run faster, jump higher, and perform better)
Who wears these sneakers? (an NBA star)
-  Play the audio again. Have students listen and read along.

Culture Note

NBA

NBA stands for National Basketball Association. It is a league made up of professional basketball teams from the United States and one from Canada.

5 Do You Really Need It?

Quick Check

A

- Call on a volunteer to read aloud the directions and the list of vocabulary words in the left column.
- Have students find and underline each word in the advertisements. Tell them to study the context of the word in the advertisement to help them guess the meaning.
- Have students work individually to match the words with their definitions.
- Check answers by having students read aloud the words and the definitions.

Answers

1. d
2. g
3. f
4. c
5. a
6. b
7. e

B

- Have students work with a partner to ask and answer the questions.
- Check answers by having pairs read aloud a question and the answer. Elicit multiple responses for question 5 since answers will vary.

Answers

Answers will vary. Sample answers:

1. BMX-3000 Sports Car
2. Planet Mercury Sneakers
3. Dynex Laundry Detergent and Crystal Spring Water
4. Planet Mercury Sneakers
5. I think the ad for the BMX-3000 Sports Car is the best because it makes me want to buy one.

2 Pair Work

- Have a student read aloud the directions.
- Arrange students in pairs.
- As a class, brainstorm products for which students might create advertisements. Ideas include: an item of clothing, a video game or system, a beauty product, or an item of sports equipment.
- Ask pairs to create a poster to present to the class. The poster should contain a paragraph of text, similar to the advertisements on pages 68 and 69, and a picture or illustration of the product.

- Have pairs present their posters to the class. Have the class vote on the best advertising campaign. Ask: **Which product would you buy?**

Workbook

Assign page 47 for practice with the vocabulary of the unit.



Teaching Tip

Give students tips for creating and giving effective presentations. For example:

- Stand up, look around the room, and make eye contact with all of your classmates.
- Speak loudly and clearly.
- Be sure your poster is large enough for everyone to see and is interesting and attractive.
- Be excited about your presentation and information! If you think that your presentation is exciting, your classmates will too.



Additional Activity

Ask: **Do advertisements always tell the truth?** Elicit opinions. Direct students' attention back to the advertisements on pages 68 and 69. Say: **Find one claim made in each advertisement that may not be true.** Have students work with a partner to find and underline the claims. Then have them explain why they think each may not be true. Possible answers include:

Wherever you go, people will watch and admire you and your BMX-3000.

Floral Essence contains 28 vitamins and minerals, so your hair will shine with health.

If Dynex won't work, nothing will!

With Planet Mercury's revolutionary new patented sneaker technology, you can run faster, jump higher, and perform better.

Drink Crystal Spring Water because it's good for your body and good for the environment.



- In most television commercials advertising milk, white paint is used in place of the milk.
- In most advertisements, the time displayed on a watch or clock is 10:10.

Crystal Spring Water

Crystal Spring: It's the clear choice.

When you drink Crystal Spring Water, you refresh your body with 100 percent all-natural spring water. Unless you like lots of artificial additives in your water, you'll love the pure, clean refreshment of Crystal Spring Water. Collected straight from a Swiss mountain spring, with nothing added and nothing changed, Crystal Spring is water the way nature intended it. And at Crystal Spring, we are committed to taking care of the environment. Our plastic bottles are 100 percent recyclable and use 50 percent less plastic. Drink Crystal Spring Water because it's good for your body and good for the environment.

PLANET MERCURY SNEAKERS

Until you put your feet in Planet Mercury sneakers, you won't know what they are capable of. With Planet Mercury's revolutionary new patented sneaker technology, you can run faster, jump higher, and perform better. Why settle for less when you can have the best? Take it from NBA star Derek Larkin, who says, "I wouldn't wear anything else on the court." Join the Planet Mercury generation. Don't let everyone else have all the fun.

Quick Check ✓

A. Vocabulary. Match each word with its definition.

- | | |
|------------------------|---|
| 1. _____ admire | a. meant or planned |
| 2. _____ brand | b. causing big change |
| 3. _____ exclusive | c. combination of ingredients |
| 4. _____ formula | d. respect |
| 5. _____ intended | e. having high-class tastes |
| 6. _____ revolutionary | f. belonging only to one (company) |
| 7. _____ sophisticated | g. the name that identifies a product or manufacturer |

B. Comprehension. Answer the questions about the advertisements.

1. Which advertisement appeals to the reader's desire to be special?
2. Which advertisement appeals to the reader's desire to do what other people are doing?
3. Which advertisements use statistics to sell their products?
4. Which advertisements use famous people to sell their products?
5. Which advertisements do you think are most effective? Why?

2 Pair Work

Work with a partner to choose a product. Create an advertisement for the product and share it with the class.

3 Grammar



Adverb Clauses

An adverb clause is a dependent clause. It begins with an adverb and is always linked to an independent clause.

Because the shoes were on sale, I bought two pairs.

(adverb clause)

(independent clause)

Don't buy that dress unless you really need it.

(independent clause)

(adverb clause)

Note: When an adverb clause begins the sentence, use a comma to separate it from the independent clause. When the adverb clause is at the end, do not use a comma.

Because, because of, since, and now that begin adverb clauses that give information about **reasons**.

They closed the store early **since there were no customers**.

Because of must be followed by a noun (or noun phrase).

They went to the mall **because of the sale**.

(In order) to and *so (that)* begin adverb clauses that give information about **purpose**.

(In order) to must be followed with the base form of the verb.

Advertisements use many techniques **in order to convince people to buy products**.

Clauses with *so (that)* usually include a modal.

I left my wallet at home **so that I wouldn't be tempted to buy anything**.

If, even if, in case, only if, and unless begin adverb clauses that give information about **conditions**.

I'll write down my phone number **in case you need it**.

Use *if* to show that the condition affects the result. Use *even if* to show that it does not. Use the present tense with an *if*-clause, even if it refers to a future time.

We won't go to the picnic **if it rains**.

We're going to the picnic, **even if it rains**.

Where, wherever, and everywhere begin adverb clauses that give information about **place**.

He buys something **wherever he goes**.

The advertisements were placed **everywhere you could imagine**.

A. Match the main clauses and adverb clauses to form sentences. Use correct punctuation.



They patented their new formula so that no one else could use it.

1. They patented their new formula c
2. She can't use that brand of make-up ____
3. Even if you are in perfect health ____
4. I shop ____
5. I'll come to the picnic tomorrow ____
6. Since I started exercising ____

- a. I feel so much more energetic
- b. only if I finish my paper tonight
- c. so that no one else could use it
- d. because she's allergic to it
- e. where I can get the best prices
- f. you should have an annual checkup

3 Grammar

Adverb Clauses

- Call on a student to read aloud the explanation.
- Write each example sentence on the board and ask students to label the parts. For example, write:
Because the shoes were on sale, I bought two pairs.
Ask: ***Which is the independent clause?*** (I bought two pairs.) ***How do you know?*** (It is a complete sentence.) ***Which is the dependent clause?*** (because the shoes were on sale) ***How do you know?*** (It is not a complete sentence.) Say: ***This dependent clause is an adverb clause. How do you know this?*** (It begins with the adverb *because*.)
- Repeat this procedure with the second example sentence, making sure that students can correctly identify the independent clause, the adverb clause, and the adverb.
- Explain that adverb clauses give specific information. Write the title ***Adverbs*** on the board. Then draw a 4-column chart underneath it with the headings ***Reasons, Purpose, Conditions, and Place***. Ask students to copy this chart down in their notebooks.

Because, Because of, Since, and Now That

- Have a student read aloud the explanation. Look at the example sentences as a class. Write the adverbs ***because, because of, since, and now that*** on the board in the ***Reasons*** column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain adverb clauses beginning with these words.

(In Order) To and So (That)

- Have a student read aloud the explanation. Look at the example sentences as a class. Write the adverbs ***(in order) to*** and ***so (that)*** on the board in the ***Purpose*** column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain adverb clauses beginning with these words.

If, Even If, In Case, Only If, and Unless

- Have a student read aloud the explanation. Look at the example sentences as a class.
- Write the adverbs ***if, even if, in case, only if, and unless*** on the board in the ***Conditions*** column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain adverb clauses beginning with these words.

Where, Wherever, and Everywhere

- Have a student read aloud the explanation. Look at the example sentences as a class. Write the adverbs ***where, wherever, and everywhere*** on the board in the ***Place*** column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain adverb clauses beginning with these words.

A

- Ask a volunteer to read aloud the directions and the example.
- Tell students to first match the independent clauses and adverb clauses. Then they rewrite the complete sentences. Point out that both columns contain each type of clause.
- Have students work individually to match and rewrite the sentences.
- Check answers by having students write their sentences on the board. Check for correct punctuation.

Answers

1. c They patented their new formula so that no one else could use it.
2. d She can't use that brand of makeup because she's allergic to it.
3. f Even if you are in perfect health, you should have an annual checkup.
4. e I shop where I can get the best prices.
5. b I'll come to the picnic tomorrow only if I finish my paper tonight.
6. a Since I started exercising, I feel so much more energetic.

5 Do You Really Need It?

B

- Ask a volunteer to read aloud the directions.
- Have students read aloud each adverb in the box and say what type of adverb it is (*reason, condition, purpose, or place*). They can refer to the grammar box on page 71 or the chart in their notebooks.
- Have students work individually to complete the sentences.
- Check answers by calling on students to read their completed sentences aloud. Since more than one answer is possible for 1 and 6, call on multiple students to elicit all of the possibilities.

Answers

Answers will vary. Sample answers:

1. Even if / Unless
2. so that
3. in order to
4. because of
5. Wherever
6. Because / Since / Now that

C

- Ask a volunteer to read aloud the directions. Look at the example sentence together. Point out to students that they must choose only one of the adverbs in parentheses to use for each sentence.
- Remind students to use correct punctuation in their combined sentences. Review that a comma follows the adverb clause if it comes before the independent clause.
- Have students work individually to combine the sentences. Then have them compare sentences with a partner.
- Check answers as a class by having students write their combined sentences on the board. Check for correct punctuation.

Answers

Answers will vary. Sample answers:

1. Since we have no idea how to get there, we're going to use a map.
2. Now that a new leader has been elected, things are starting to change.
3. Even if you get the flu shot, you can still get the flu.
4. She takes her electronic dictionary with her wherever she goes.
5. If you want to go to a top university, you must have excellent grades.
6. I'd be happy to keep you company unless you want to be alone.
7. The game was cancelled because of the rain.
8. Keep in touch so that I know how you are doing.

D

- Ask a volunteer to read aloud the directions.
- Have students work individually to complete the sentences and then compare them with a partner.
- Call on multiple students to say their completed sentence for each.

Answers

Answers will vary. Sample answers:

1. I will read more books now that I have more time.
2. Global warming will continue unless people begin taking better care of the planet.
3. If I found my best friend's journal, I would not read it.
4. Take a phone with you in case you need help.
5. Wherever you go these days, people are talking on the phone.
6. Unless you have a passport, you will not be allowed to cross the border.

E

- Ask a volunteer to read aloud the directions.
- Have students work in pairs to write their advertising script for toothpaste. Ask them to use at least three adverbs from the box.
- Call on several pairs to role-play their commercial.

Workbook

Assign pages 48–50 for practice with the grammar of the unit.



Teaching Tip

When presenting grammar, assess students' comprehension and mastery of a point and tailor the presentation as you go. Some grammar points will require more examples and explanation than others.



Additional Activity

Create a chain story using adverb clauses. Begin the story, and then go around the room, asking each student to add another line. For example: **Now that** I am old enough, I will apply for a driver's license. **Since** I don't have a car, I will have to buy one. **In order to** buy a car, I will have to save some money, etc. Continue until all students have added to the story.



TV advertisements are considered the most effective type because advertisers can target specific groups of people who watch certain programs.

- B. Complete each sentence with a word or phrase from the box. In some cases, more than one answer is possible.

because of	in order to	since	unless
even if	now that	so that	wherever

💡 I'll give you a call while we're hiking unless I can't get a signal on my cell phone.

- _____ it rains tomorrow, the parade will still happen.
- It is important to wear your seatbelt _____ you don't get hurt in an accident.
- People vote _____ have an impact on their government.
- The football game had to be canceled _____ the heat.
- _____ he goes, his little brother follows him.
- _____ he's working in a prestigious law firm, he wears sophisticated clothes.

- C. Combine each pair of sentences using the appropriate word or phrase in parentheses.

💡 I'll buy an electronic book reader. I won't buy it if it's too expensive. (because / unless)
I'll buy an electronic book reader unless it's too expensive.

- We're going to use a map. We have no idea how to get there. (since / so that)
- A new leader has been elected. Things are starting to change. (unless / now that)
- You get the flu shot. You can still get the flu. (even if / in order to)
- She takes her electronic dictionary with her. She takes it to each place she goes. (unless / wherever)
- You want to go to a top university. You must have excellent grades. (because of / if)
- I'd be happy to keep you company. You might want to be alone. (unless / if)
- The game was canceled. The rain was the reason. (only if / because of)
- Keep in touch. I want to know how you are doing. (so that / even if)

- D. Complete the sentences with your own ideas.

- | | |
|--|-----------------------------------|
| 1. ...now that I have more time. | 4. ...in case you need help. |
| 2. Global warming will continue unless... | 5. Wherever you go these days,... |
| 3. If I found my best friend's journal,... | 6. Unless you have a passport,... |

- E. Look at the TV commercial for toothpaste. Imagine what the man is saying. Write a script for the commercial, using some of the words from the box.

💡 If you want sparkling, white teeth, try Sparkle Bright toothpaste.

because	in case	so that
because of	in order to	unless
even if	now that	where
everywhere	only if	wherever
if	since	



4 Conversation



Farah: Wow. Look at all those bags! I wouldn't buy any more if I were you. I think you're going to regret spending so much money today. You bought four sweaters, three dresses, and two pairs of shoes.

Amal: Actually, I bought three pairs of shoes. But don't worry. I'm not buying another thing. I don't think I could carry anything else. And anyway, after all this shopping, I'm officially **broke**.

Farah: Let's go so that you're not tempted to buy anything else. Hey, where are you going?

Amal: Look at this gorgeous sweater!

Farah: Amal! Didn't you just say you weren't going to buy another thing?

Amal: Yeah, but now I'm not so sure. I hardly have any red sweaters, and this one is adorable.

Farah: I thought you were broke. I would just walk away from it if I were you.

Amal: Well, I do have my credit card.

Farah: I don't think using your credit card is a good idea. Think carefully about it before you **blow** more money on more clothes.

Amal: You're right. I'd better not **max out** my credit card. OK. I'm going to show some self-control. If I stay here another minute or two, I'll break down and buy it. So quick—let's **beat it**.

About the Conversation

1. Where are Farah and Amal? How do you know?
2. What is Farah trying to convince Amal not to do? Why?
3. What does Amal change her mind about in the conversation?

Real Talk

broke = out of money

blow = waste money

max out = spend up to the limit

beat it = leave quickly

Your Turn

Role-play with a partner. Imagine that you are about to do something that is enjoyable, but probably isn't a good idea, such as spending a lot of money on clothes, taking a nap when you should be studying, or eating a second helping of dessert. Your partner will try to convince you not to do it, using the phrases for advising against something.

Advising Against Something

Are you sure you want to do that?

I don't think that's a good idea.

I wouldn't do that if I were you.

I'm afraid you're going to regret it if you. . .

You should think carefully before you. . .

4 Conversation

- Ask students to look at the photo without reading the conversation. Ask: **What are all these bags?** (shopping)
- Write on the board: **Where are the women?** Ask students to listen to the conversation for the answer to this question.
- ▶ Play the audio. Have students listen with their books closed, or the conversation covered.
- Elicit responses to the question on the board. (They are shopping, probably at a mall or department store.)
- ▶ Play the audio again. Have students listen and read along in their books.

Real Talk

- Model the words and phrases for students to repeat. Explain that these are informal words and phrases that would not be used in writing or formal conversation.
- Ask who says each word or expression and why. Elicit answers, such as the following:

broke (Amal says this first, meaning that she has absolutely no money left to spend.)

blow (Farah says this, meaning that she thinks Amal is wasting her money on clothes that she doesn't need.)

max out (Amal says this, meaning that it wouldn't be smart to spend the maximum amount of money possible on her credit card.) Point out that you can max out other things, such as your cell phone minutes, texting limits, computer memory, music storage, etc.

beat it (Amal says this, meaning they should leave the mall quickly before she buys something else.) This phrase is usually used to mean leave quickly before something bad happens.

- Have students practice the words and expressions with a partner. Write the following prompts on the board for them to discuss:

When is the last time you were broke?

What kinds of things do you blow money on?

What is something that you often max out?

Tell about a situation when you had to beat it.

- Have students practice the conversation in pairs, switching roles.

Language Builder

The word *max* in the phrase *max out* is short for *maximum*. A related expression is *to the max*, meaning *to the maximum point*. For example:

Some athletes push their body to the max by exercising and practicing continuously.

Another expression is *maxed out*, meaning *exhausted* or *incapable of doing more*. For example:

I am maxed out after working so hard all week.

She is maxed out from trying to help too many people at once.

About the Conversation

- Discuss the questions as a class. Ask students to read aloud the questions and call on other students to answer. Don't confirm or deny answers yourself. Rather, ask other students: **Do you agree?**

Answers

1. They are at the mall or in a department store. Amal has bought a lot of different things.
2. Farah tells Amal not to buy anything else because she has already bought a lot of clothes.
3. Amal decides not to buy the red sweater since she doesn't want to max out her credit card.

Your Turn

- Call on a student to read aloud the directions.
- Focus students' attention on the phrases in the box. Explain that these are phrases that people often use when they are politely trying to stop someone from doing something. Model the phrases for students to repeat, using correct intonation and disapproval in your voice.
- Have students work in pairs to role-play their conversation, using phrases from the box.
- Have a few pairs act out their conversations for the class.

5 Listening

- Read the directions aloud and ask students to study the chart.
-  Play the audio. Tell students to first just listen for the names of the products listed in the chart.
-  Play the audio again. Tell students to write the advertising techniques.
-  Play the audio again to check answers. Pause the recording as necessary.

Answers

	Advertising Technique
1. Sparkle Bright toothpaste	Endorsement
2. Dew Top cola	Bandwagon Technique
3. Indigo jeans	Anti-Bandwagon Technique
4. Caremark cards	Emotional Appeal
5. Safe Home alarm systems	Emotional Appeal

Audioscript

Good morning and welcome to the class Advertising 101. You are here today because you want to learn the secrets behind how advertisers sell to consumers. As you become more familiar with the techniques advertisers use to sell their products, you will notice that these same approaches pop up again and again, selling everything from toothpaste to tires and life insurance to laundry detergent. Let's take a look at some of these techniques.

Endorsements are one of the most popular types of advertising techniques. This technique shows a famous person promoting the product. Because viewers admire and want to be like the person, they may want to use the product. Here is an example: *I'm famous for my smile. But I owe that smile to Sparkle Bright toothpaste.*

Another popular advertising technique is called the Bandwagon Technique. *To jump on the bandwagon* is an idiom that means to join something simply because it is fashionable. So when advertisements use this technique, they try to make viewers believe that they will be part of the popular crowd if they use the product. Listen to an example: *More and more people are switching to the refreshment of Dew Top cola. Don't you want to be one of them?*

The Anti-Bandwagon Technique takes the opposite approach. It encourages consumers to feel that if they buy a certain product, they will show their individuality and be recognized as someone special. *When you're ready to break away from the pack, there's Indigo jeans. Think for yourself. Indigo jeans.*

Emotional appeal is a technique in which the advertiser tries to get the viewer to respond to the commercial with some kind of strong emotion. The advertiser wants the consumer to associate the product with the emotion. Listen to two examples of emotional appeal:

Even though my mama and I live miles apart, she is always in my heart. That's why I'm sending her a Caremark card. Because when you send Caremark, you send love.

Imagine if your home was burglarized in the middle of the night. What would you do? How would you keep your family safe? Luckily, with Safe Home alarm systems, you never have to worry about the safety of your family and your home.

6 Pronunciation

-  Play the audio for the explanation. Have students listen and read along.
-  Play the audio for the sentences. Have students listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

Answers

1. e 2. f 3. b 4. a 5. c 6. d

B

- Have students compare answers with a partner.

Workbook

Assign page 51 for additional reading practice.



Teaching Tip

Encourage students to listen to English broadcasts that they find interesting outside of class. If they are interested in the topic they will try harder to understand it, and it will feel less like work.



Additional Activity

Arrange students in small groups. Assign each group one of the advertising techniques discussed in the Listening. Have groups find examples of print or media advertisements that use that technique. Have them present their findings to the class.



The most effective Internet advertisements have flash animation, motion, or video. They are difficult to ignore!

5 Listening

Listen to the lecture about advertising techniques.
Then identify the kind of technique each product uses.

		Advertising Technique
1.	Sparkle Bright toothpaste	
2.	Dew Top cola	
3.	Indigo jeans	
4.	Caremark cards	
5.	Safe Home alarm systems	



6 Pronunciation

The word **to** has different pronunciations. Before consonants, **to** is generally pronounced /tu/, like the first sound in the word **tug**. Before vowels, **to** is generally pronounced /tu:/ like the word **two**. Listen and practice.

- Good morning and welcome **to** Advertising 101.
- You are here today because you want **to** learn the secrets behind how advertisers sell **to** consumers.
- Because viewers admire and want **to** be like the person, they may want **to** use the product.
- The advertiser tries **to** get the viewer **to** respond **to** the commercial with some kind of strong emotion.
- The advertiser wants the consumer **to** associate the product with the emotion.

7 Vocabulary Building

A. You will see the following words in the reading on pages 74 and 75. Match the words with their meanings.

- | | |
|-------------------------|---|
| 1. _____ consumer | a. shockingly strange or unexpected |
| 2. _____ exposed | b. design symbol of a business or product |
| 3. _____ logo | c. without planning |
| 4. _____ outlandish | d. different from what is typically expected |
| 5. _____ spontaneously | e. a person who buys things or services |
| 6. _____ unconventional | f. left unprotected |

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading

Before Reading

Make a list of all the places you see ads in your everyday life. How many ads do you think you are exposed to in an average day?

ADS EVERYWHERE: *Do You “Buy” It?*

For most people, it is virtually impossible to go through the day without seeing advertisements. From the time we wake up and flip on the TV or check our email, we are surrounded by advertisements. They are in magazines, on buses, on billboards, online, and on

buildings, to name just a few of the places we see them throughout the day. According to a recent study, the average person is exposed to between 400 and 600 advertisements each day. This means that by the time we are 60, we will have been exposed to 40 to 50 million advertisements!

In the past, advertisements were usually designed to reach people in their homes through traditional approaches, like TV commercials and newspaper and magazine ads. However, people's viewing habits have changed dramatically in the last couple of decades. These days, people are less likely to give one form of media their full attention. For example, even if someone is watching TV, they are also often using the Internet at the same time. Advertisers need the consumer's attention in order to promote their products. But because getting this attention is harder than it used to be, advertisers have been forced to find new ways of reaching the consumer.

One unconventional place advertisements are popping up is in doctors' offices. In some doctors' offices, pharmaceutical companies advertise products on everything from boxes of tissues to the paper covering the exam table. Doctors get free products, and the advertisers get the consumers' attention. Similarly, advertisements are becoming more common in schools. “Free” products such as book covers and educational posters are offered by companies so that the company can advertise on these materials. In the U.S., a company called Channel One broadcasts a ten-minute news program followed by two minutes of commercials each day in 350,000 schools. Because the schools show these news programs, the companies give them thousands of dollars worth of much needed audiovisual equipment.

Advertisers have found that one of the best ways to get consumer attention is to place ads in unusual places. So, ads are popping up in all kinds of unexpected places like pizza boxes, grocery carts, air sickness bags on airplanes, and even on pieces of food like bananas and apples. A television network recently imprinted its logo on 35 million eggs. They called the approach “egg-vertisements.”

One of the strangest developments in advertising has been people selling advertising space on themselves! This mini-trend began in 2005 when a man offered his face for advertising to the highest bidder on eBay. A pharmaceutical company won the spot, paying the man \$37,375 to place a temporary sticker on his forehead to advertise one of their products. He may have been the first to offer such an unusual exchange, but he was not the last.



8 Reading

- With books closed, discuss the **Before Reading** activity and question as a class. Brainstorm all of the places students see ads and write them on the board. Have students guess at how many ads they see a day. Do not confirm or deny answers at this point.
- Have a student read aloud the title: **Ads Everywhere: Do You “Buy” It?** Ask: **Why is Buy in quotation marks?** Elicit or explain that buy has two meanings in this title. The first meaning is to *purchase something*. The second, more idiomatic meaning is to *accept, believe, or support something*. Ask: **What are the two meanings of the title?** (*Do you buy products that you see advertisements for? and Do you accept the practice of being exposed to advertisements everywhere?*)
- Direct students’ attention to the photos. Ask: **Do you recognize these cities?** Elicit or explain that the first photo shows Riyadh and the second photo shows Jeddah. Ask Do you see many advertisements in these cities? What do they advertise? Have a brief class discussion.

READING STRATEGY Previewing

- Explain to students that previewing a text before they read it will prepare them to understand it better. Previewing gives the reader an idea of what the text will be about and the reader can think about what he or she already knows about this topic.
- Ask students to read the first sentence in the first paragraph, covering the rest of the paragraph. Ask: **What do you think you will learn in this paragraph?** (about the amount of advertisements people see in a day)
- Ask students to read aloud the first sentence in the second paragraph, covering the rest of that paragraph. Ask: **What do you think this paragraph will tell you?** (how advertisements reach people today)
- Continue previewing the text in this manner, having students read the first sentence of each paragraph and eliciting what they think they will learn in that paragraph.
- As a wrap-up to the preview, call on a volunteer to summarize what the entire text will be about. After reading the complete text, students are likely to be surprised at how much information they learned just by reading the first sentence of each paragraph.



Play the audio of the text. Have students listen and read along in their books.

- For additional vocabulary practice, refer students back to the Vocabulary Building exercise on page 74. Ask students to search the text for all of the words in the left column and underline them. Ask them to study the context of the words to help them better understand the meaning.
- Call on volunteers to explain in their own words how the vocabulary words are used in the text. Sample answers include:
 Advertisements are designed to catch the attention of *consumers* and make them want to buy or use products.
 The amount of advertisements that people are *exposed* to every day and throughout their lives is unbelievable.
 Companies include their *logos* every place possible for consumers to notice.
 Using people’s bodies to advertise products is an example of *outlandish* advertising.
 Some people are hired to *spontaneously* discuss products with people that they know to promote the product without the other person knowing.
Unconventional places that we see advertisements include bathrooms and elevators.

Culture Notes

eBay

eBay is an online auction and shopping site. It is owned by the American Internet company eBay, Inc. In addition to its U.S. website, eBay has more than thirty localized websites in different countries around the world. Using this site, anybody can buy and sell merchandise. A slogan of the website is *Whatever it is, you can get it on eBay*.

Shibuya

Shibuya is one of 23 wards or districts in Tokyo, Japan. It is known as a fashion center popular with young people.

Times Square

Times Square is an intersection in the heart of New York City. It is recognizable for its many advertisements.

5 Do You Really Need It?

After Reading

- Have students work individually to write answers to these questions.
- Encourage students to use their own words in their answers. One way to do this is for students to reread the part of the text that answers the question, and then close their books to write the answer.
- To check answers as a class, ask a different student to read aloud each question and call on a classmate to answer it.

Answers

Answers will vary. Sample answers:

1. The average person is exposed to between 400 and 600 advertisements each day.
2. TV commercials, newspaper ads, and magazine ads are traditional advertising approaches.
3. Selling advertising space on one's body is a strange development in advertising.
4. Buzz marketing is considered the sneakiest form of advertising.

9 Speaking

- Have students in pairs to prepare the task.
- Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their ideas.
- Open up the group discussions to a class discussion.
- Ask groups to share their answers with the class.

Workbook

Assign pages 52-53 for additional writing practice at word and sentence level.



Teaching Tip

During class discussions, make sure that one or two students, or you yourself, don't dominate the discussion. If necessary, ask quieter students to lead the discussion by asking the questions and calling on classmates to respond.



Project: Advertise Events

Brainstorm a list of events in your community or at your school that need advertising. These could include clubs, sports events, or events in the community, such as a local art show or bazaar. Assign each group an event to advertise. Have groups create advertisements for the event and, if possible, hang them around the school. Encourage groups to be creative.



The Gerber baby food company made a mistake when selling their baby food in Africa. They used the same packaging as in the U.S., a picture of an adorable baby. They later learned that companies in Africa often put pictures on the label of what's inside in case the consumers aren't able to read the label.



Perhaps the sneakiest form of advertising is called *buzz marketing*. This involves a company hiring people to create excitement about a product. In exchange for free products or money, these people pretend to talk about the product spontaneously in everyday settings to people they meet in their daily lives. Sometimes professional actors are even hired

to pose as users of the product. If the technique is done correctly, the consumers do not even know that they were the target of buzz marketing. Lately, buzz marketing has been spreading to chat rooms, Internet forums, and blogs.

Wherever we go, advertisements seem to follow. Unless you're reading this article on a desert island, there's probably an advertisement close by. And there seems to be no limit to the lengths advertisers will go to in order to catch our attention. In the years ahead, we can expect advertisers to come up with even more creative, surprising, and outlandish forms of advertising in their ongoing efforts to grab our attention—and our wallets!

After Reading

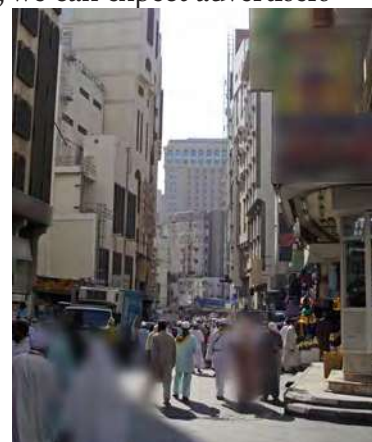
1. How many advertisements is the average person exposed to each day?
2. What are traditional advertising approaches?
3. What does the author of the article consider to be one of the strangest developments in advertising?
4. What does the author consider to be the sneakiest form of advertising?

9 Speaking



1. Work in pairs/groups. Think about advertising that is used to address adults, teenagers, and young children in your country. Decide on 2-3 products and/or services for each age group. Which advertisements are more memorable, in your view?
2. Talk about the slogans, images, and methods/techniques used in these advertisements and make notes in the chart. Then use your notes to discuss your ideas in class.

Target group	Product/service 1	Product/service 2	Method/technique
Adults			
Teenagers			
Young children			



10 Writing

- A. 1. Do you enjoy writing by hand? Why? Why not?
2. Do you think handwriting is a useful skill? Why? Why not?
3. Read the text and find out.
- What does handwriting involve?
 - Why are some people not keen on writing by hand?
 - What can specialists find out about someone through his or her handwriting?
 - Why is word-processing popular?
 - Which types of tests are mentioned? What is the difference between them?
 - What is the writer's viewpoint on the issue? Do you agree or disagree? Why?

Is handwriting obsolete?

Handwriting involves forming letters with a writing implement. Proper handwriting, i.e. cursive writing, normally requires formal training that is still in place in some schools. Naturally, at initial literacy levels young learners are trained to manipulate a writing implement and develop their eye-hand coordination so they can form letters.

As learners get older, however, they are more reluctant to write. One of the reasons mentioned is the fact that most people word-process, making handwriting unnecessary. Even older adults that used to have a distinct handwriting style often claim to have lost the ability to write smoothly and evenly. So is handwriting obsolete? Should we forget about it?

Handwriting has been a very distinct identifying feature. It represents the writer in more ways than one. Graphologists analyze handwriting to determine character traits, gender, personality, and emotional state or to authenticate documents. Allowing it to truly become obsolete would remove an identity marker that has been regarded quite highly in historical and personal terms. Handwritten notes of prominent authors are coveted by collectors, who will often pay exorbitant amounts to possess them.

On the other hand, most of us will invariably use a computer when we write. It is fast and efficient, and it makes editing so much easier. You can delete, copy, paste, store versions of your work throughout stages of editing for later reference; you can spell-check

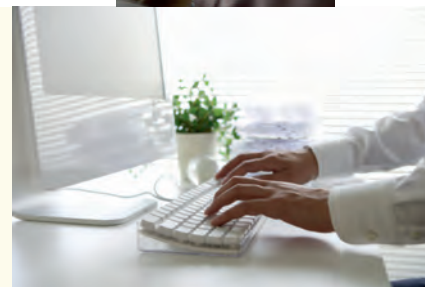
and search for words or alternative expressions. Compared to all these advantages, handwriting seems so restricting and restricted that most computer literate people limit it to scribbling notes for someone or filling in forms that are not available in electronic form.

Tests, you might argue, require handwriting. Some do and some are computer-based; it is true, however, that a substantial number of pen and paper tests require writing by hand within a set time limit. "Rusty" handwriting is likely to affect the final score.

Overall, there seems to be some resistance to the total and unbroken hegemony of the computer, indicating that people do not want to become totally reliant on it. They are keen to hang on to some of the more tangible aspects of literate life that can be manipulated and accessed without the help of a device, such as reading books or writing by hand.

In view of the above, we would have to consider a more inclusive standpoint that allows us to exploit technological advances, while maintaining the ability to write with a simple implement on a surface for someone to read. Being able to record ideas, information, and messages in a self-sufficient and independent manner allows us to control the action itself and continue being masters of our expression.

4. Read the text again and identify:
- thesis statements
 - supporting statements
5. What are some of the differences between this text and an expository essay?



10 Writing

A

- Write handwriting on the board and ask the students how they feel about it.
- Read questions 1 and 2 and hold a discussion in class.
- Organize students into groups and ask them to discuss question 2 in greater detail. Call on a student from each group to report the group decisions.
- Ask students to read the title and answer it. Divide the class into two groups, one that thinks handwriting is obsolete and one that disagrees. Give groups a few minutes to prepare their arguments and then hold a class debate.
- Organize students into pairs. Have them read the questions for task 3 and try to predict as many of the answers as they can and make notes. Call on pairs to suggest possible answers in class.
- Divide the class into four groups A, B, C, D. Ask each group to read part of the text. Group A reads paragraphs 1 and 2
Group B reads paragraphs 3 and the first 5 lines of paragraph 4 (in the first column)
Group C reads the last 9 lines of paragraph 4 and paragraph 5
Group D reads paragraphs 7 and 8.
Set a time limit of 2 minutes for each group to read its section silently and answer the questions that they can answer.
- Call on each group to report their answers.
Group A first two questions
Group B third and fourth questions
Group C fourth and fifth question
Group D last question and comments.
As each group reports, ask the class to listen and make notes.
- Play the audio and have students listen and follow in their texts. Ask them to check their notes as they do so. Give them some time to discuss the notes on all the answers in their groups and then check in class.
- Hold a brief class discussion on the last point/question. Allow students to express their opinion.

Answers:

- Handwriting involves forming letters with a writing implement. Cursive writing requires formal training and initial literacy stages require children to learn how to manipulate a writing implement and develop their eye-hand coordination.
- Some people are not keen on handwriting because they prefer word-processing.

- Specialists can analyze a person's handwriting to determine character traits, gender, personality, emotional state or to authenticate documents.
- It's popular because it is fast and efficient and facilitates editing as people can make changes, add or correct parts of a text without having to write the whole thing. In addition, a computer can be used to check spelling through spell-check.
- There are computer based tests and pen and paper tests. Computer based tests do not require writing by hand within a set time limit, whereas pen and paper tests do.
- The writer is in favor of technological advances that allow us to do things efficiently but he is also keen to preserve the skill of writing by hand without the help of a device; as a means of self-sufficiency and independence which is not reliant on machines.
- Have students read directions for 4 and answer the questions individually then compare with a partner.
- Call on volunteers to report their answers for the class.

Answers:

Thesis statements

Paragraph 1: Handwriting involves...implement.

Paragraph 2: As learners get older, ... to write

Paragraph 3: Handwriting has ... feature.

Paragraph 4: On the other hand, ... we write.

Paragraph 5: Some ... computer-based;

Paragraph 6: Overall, there ... reliant on it.

Paragraph 7: In view of ...standpoint...

Subsequent information, details and arguments in each paragraph are used as supporting statements.

An alternative way of analyzing the text would also make it possible to consider the first half of the last paragraph as the main thesis statement with the rest of the paragraphs serving to support it.

- Read the directions for 5 with the class. Ask the students to work in pairs comparing this text and an expository essay. Direct them to Unit 4 if necessary to review some key features of an expository essay.
- Elicit ideas from different pairs and write them on the board.

Possible answers:

Expository essay: objective statements, thesis and information that has been researched and evidenced/ comments and examples made by others/ quotes, exchanges and arguments from different sources

Persuasive essay/this text: a thesis statement and a title that will attract readers/ exploit controversy/ avoid controversy/ consider different views/ use of questions/ objections to your arguments or viewpoints and ways to overcome them/ focus on getting your reader to agree with you.

5 Do You Really Need It?

B

- Tell students that they will write a persuasive letter to a local newspaper about advertising in schools.
- Read the directions for tasks 1 and 2 with the class. Organize students in groups and have them decide what the advantages and disadvantages are about advertising in schools.
- Have them draw an organizer in their notebooks like this:

Advertising in schools	Advantages	Disadvantages

- Give groups time to decide according to their notes whether they are in favor or against advertising in schools.
- Call on a student to read directions for task 3 aloud.
- Direct students to the Writing corner. Call on different students to read each point. Explain, discuss and provide or elicit examples about the different points raised.
- Explain that formal letters often start and end in the same way. Direct them to the examples for appropriate phrases for openings and closings.
- Explain that formal letters use a set of connectors to present and list points in an argument. This helps set an argument out in a clear way in order to persuade the reader to agree with the writer.
- Direct students to the model letter on page 65 for an example of the appropriate style and organization of a formal letter.
- Focus on the opposite view and think about questions or arguments that people might ask to object. Address the objections with counterarguments, facts and examples.
- Have students read the model text. Tell them that they can choose to continue from where it stops or write their own beginning.
- Ask students to write a first draft. Encourage them to help each other.
- Circulate and monitor as students work.
- Have students exchange their first drafts, read and edit them. Encourage students to make suggestions in order to help each other improve their letters.

- Give students time to rewrite their letters.
- Call on volunteers to read their letters in class. Have the rest of the class exchange and read as many letters as possible. Ask them to choose the ones they like best to include in a class portfolio.

Workbook

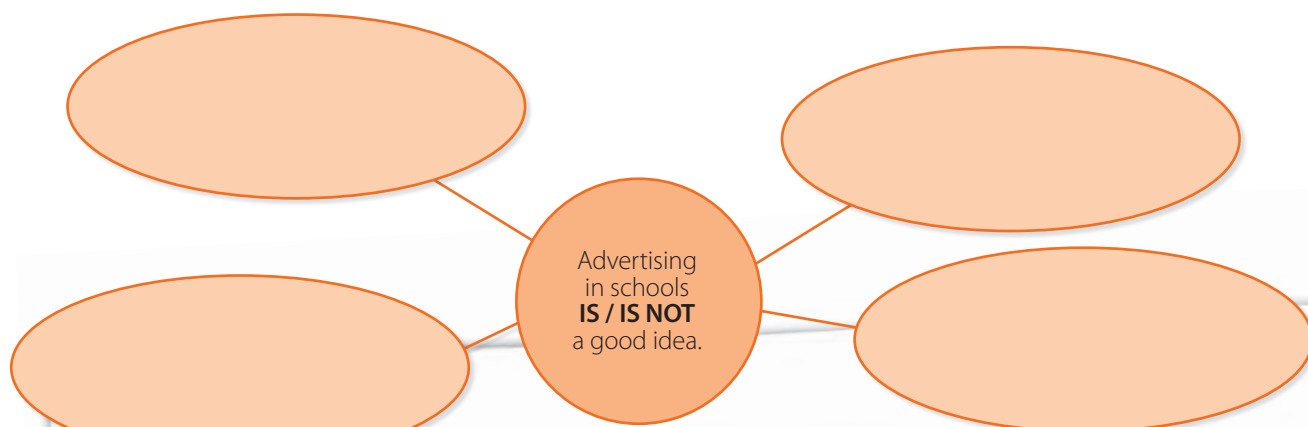
Assign page 54 for additional writing practice above word and sentence level.



Additional Activity

Divide the class into two groups depending on their position on advertising in schools. Have them collate and edit all their arguments and produce a group letter that presents and argues their viewpoint.

- B. 1.** Decide whether or not you support advertising in schools.
- 2.** Think about reasons why advertising in schools is a good or bad idea. Use an organizer to write down your ideas.
- 3.** Write a letter to your local newspaper about this topic, trying to convince the reader that your view is correct.



Dear Editor,

In response to last week's article about the rights and wrongs of advertising in schools, I am writing to give you my opinion on why I think it is a positive thing.

First of all, having adverts in and around the school gives teachers the opportunity to teach students about the field of marketing and advertising

Moreover, ...

To sum up, ...

Writing Corner

When you write a letter to communicate your opinion and feelings on a controversial topic:

- start with an appropriate greeting: Dear Editor, Dear Sir or Madam, Dear Mr. Jones.
- state clearly the reason why you are writing and give your general opinion on the topic.
- state your reasons for your opinion by giving reasons and/or examples.
- organize your reasons into clear paragraphs. Each paragraph should start with a sentence which gives the main reason (topic sentence). The paragraph should then be developed in such a way that you support the topic sentence with more details and examples.
- use connectors to list your main reasons: Moreover, ...; In addition, ...; Additionally, ...; What's more, ...; Last but not least, ... and so on.
- to express your opinion, use phrases such as: In my opinion, ...; From my point of view, ...; As far as I'm concerned, ...; I strongly believe that, ...
- ask yourself what objections your readers might have to your ideas and use phrases to express a general opinion such as: Most people think that ...; Everyone knows that ...; Most people support/ oppose the idea...
- select features and benefits that you can present to overcome these objections.
- do not forget to write a conclusion carefully, going back to your initial thesis statement and summarizing your facts/arguments. Use phrases such as: To sum up, ...; In conclusion, ...; To conclude, ... and so on.

11 Form, Meaning and Function



Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

Our bottles are recyclable. **If** you **drink** Crystal Spring water, not only do you **feel** more energetic but you **help** the environment.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If you **drive** the BMX-300, people **will notice** and **admire** you.

If you **have** dull and lifeless hair, Floral Essence shampoo **will make** it healthy and shiny.

You **won't feel** your best, if your clothes **don't look** their best.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If you haven't yet worn Planet Mercury sneakers, you **may** not **be** performing to your best ability. Put your feet in them today to see what you can do!

I'd Rather / I'd Prefer

Use *I'd rather* (= *I would rather*) to talk about preferences.

A: Would you prefer to go shopping or stay home?

B: **I'd rather** go shopping.

A: **I'd prefer** to stay home. I don't want to spend all my money.

A. Complete the sentences about facts. Use the simple present or *will* in the second clause.

1. If you _____ (heat) water to 100°C, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. Unless you _____ (stop) spending, you _____ (be) completely broke before the end of the month.

B. Work with a partner. Say what happens, will happen, or might happen in the following situations.

1. If children see a lot of toy commercials on TV, _____.
2. If there is a sale at my favorite store, _____.
3. If I leave my wallet or cell phone at home, _____.
4. If you get top marks at school, _____.
5. If I see an advertisement on TV, _____.
6. Your idea: _____.

C. Work with a partner. Ask and answer. Would you rather buy clothes online or at the mall? Why?



11 Form, Meaning and Function

Conditional Sentences with Present and Future Forms

- Have volunteers read aloud the example sentences in the presentation.
- Explain that when we use *if* to talk about present facts, *if* means *whenever*. For this reason we often substitute *if* with *when*.
- Elicit the verb forms in the *if*-clause and the main clause (simple present + simple present).
- When we use *if* to talk about the future, *if* means something may or may not happen. Elicit the verb forms in the *if*-clause and the main clause (simple present + *will/won't*).
- Emphasize that we use the simple present in the *if*-clause even though we are talking about the future.
- Elicit the difference in meaning between an *if*-clause + *may/might* (the second event is not certain to happen if the event in the *if*-clause happens) and an *if*-clause + *will* (the second event is certain to happen if the event in the *if*-clause happens).

Language Builder

Remind students that *won't* is the contraction of the negative form *will not*. The negative forms of *may* and *might* are *may not* and *might not*. We do not use a contraction for *may not* and although it is grammatically possible, we rarely use the contraction *mighn't* for *might not*.

I'd Rather / I'd Prefer

- Ask students to read out the questions and answers in the presentation.
- Point out the difference in form: *I'd rather* + bare infinitive; *I'd prefer* + full infinitive.

A

- Tell students to complete the questions alone and then compare their answers with their partner.

Answers

1. heat, boils
2. climb, need
3. stop, will be

B

- In pairs, students should discuss the different ways to complete each sentence.
- Tell them to complete the sentences in their book in a way that is true for them.
- Have volunteers call out their answers for the class to hear.

Answers

Students' own answers

C

- Tell students to focus on using the correct form when they state their preference.
- Call on students to share their ideas with the class.

Answers

Students' own answers



Teaching Tip

Keep a few ideas on hand for tasks to give to students who finish an activity early. These will keep them busy while the others are still working. One idea is to have them write two or three more questions or exercise items like the ones they have just completed. They can present these to the class at the end of the activity.

5 Do You Really Need It?

Words Connected with Shopping Habits

- Tell students to read through the vocabulary items in the box and circle any words with which they are unfamiliar.
- Ask volunteers to read out the words they have circled and write them on the board. Have another student in the class volunteer the meaning by putting the word in a sentence of his/her own.
- Direct students to the statements below the vocabulary chart. Ask students to write more examples of their own in their notebooks.
- Call on students to share their examples with the class.



Teaching Tip

Explain why you're asking students to do certain activities. This is especially important with older and more advanced students. For example, explain that discussing the meaning of vocabulary words in relation to a context helps them get a better understanding of the words. It also makes it more likely that they will remember the word.

Conditional Sentences with *When* and *Unless*

- Review the use of the zero conditional to talk about facts and general truths. For example,
Water boils at 100 degrees centigrade.
If you heat water to 100 degrees centigrade, it will boil.
When you heat water to 100 degrees centigrade, it will boil.
- Write the following on the board and ask students to complete it:
Unless you heat water to 100 degrees centigrade, it _____. (won't boil)
- Read out the information in the presentation and ask students to make their own example sentences with:
Unless ... won't/ will

D

- Direct students' attention to the three advertisements and ask for the product that each is promoting. (toothpaste, pet food, a cellphone)
- Ask a student to read out the example and match it with an advertisement on the right (toothpaste)
- Tell students to work in pairs and create a similar paragraph for the other two ads.

- Call on students to write their answer on the board and encourage peer correction to correct any errors with form.

Answers

Students' own answers

E

- Read out the directions and the example. Ask students to work in pairs and follow the model using if-sentences.

Answers

Students' own answers

Workbook

Assign pages 55-56 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Modify activities to meet the needs of your students. For example, in some classes, students may need to concentrate more on accuracy and grammar practice than on fluency skills that they develop through discussions. It's important to gauge the needs of a class, and how those needs may change over time.

Words Connected with Shopping Habits

Some words connected with different ways of shopping are:

Shopping Mall	Small Stores	Online Shopping
wide range of products	friendly service	convenient
discounts	neighborhood	door-to-door delivery
food courts	helpful staff	fast
entertainment	appealing atmosphere	wide range of products
luxury	convenient location	pay by card

Small, **neighborhood** stores offer a **friendly**, personal **service**.

Luxurious shopping malls provide **entertainment**, **food** and good **discounts** on products.

Online shopping is becoming more and more popular as it's **convenient**, **fast** and you can **pay by** credit **card**.

Conditional Sentences with *When* and *Unless*

Use **when** in place of **if** to talk about general truths. Use the present tense in both clauses.

When you **press** the button, the washing machine **turns** off.

When water reaches 100 °C, it **boils**.

You can use the word **unless** in place of **if** in negative sentences.

Unless I study hard, I **won't get** top marks.

Unless you exercise, you probably **won't lose** weight.

Unless you study harder, you **will fail** the test.

- D.** Read the advertisements. Work with a partner and persuade him or her to buy the product. Use sentences with **when**, **if** and **unless**

💡 **When** you brush your teeth with *Sparkle* toothpaste, your teeth will be cleaner and brighter. **If** you buy this toothpaste, your teeth will look great. **If** you don't buy this toothpaste, you might need to visit the dentist. **Unless** you buy this toothpaste, your teeth will look terrible.

- E.** Work with a partner. Talk about your preferences and give some reasons. Use conditional sentences in the present or future.

💡 I'd prefer to go the mall. If we go to the mall, we can also have lunch in the restaurant.

1. local store/ the mall
2. e-learning/ classroom
3. get a job/ go to college
4. buy a motorbike/ buy a car
5. visit Dubai/ Muscat



12 Project

- 1. Work in pairs/groups. Think about the advertisements that you see, watch, or hear every day. They can be billboards, advertisements in magazines or newspapers, TV commercials, radio advertisements, leaflets, stickers, etc.
- 2. Choose one that you think is beneficial and helpful to people.
- 3. Discuss and identify the product or service that is being advertised, the target group, the text/script or slogan that is being used, the image, and the message that the advertisement is trying to get across. Make notes in the chart.
- 4. Create a new advertisement for the product. Use a different medium. If for example, you have chosen a magazine advertisement, you might want to develop a TV advertisement for the same product or service. Use your notes to help you.
- 5. If you decide to create a TV advertisement, remember to make a storyboard. If, on the other hand, you have decided to create a radio advertisement with people talking to each other, remember to write a script. Finally, if you decide to design a magazine or billboard advertisement, make sure you prepare a sample with photos, colors, special fonts, etc.
- 6. Role-play. Take on the roles of advertising teams and clients (company executives of the product or service). Each advertising team has to present their new advertisement to the clients in a convincing manner so they can persuade them to agree to it.



Product/service: _____	Existing advertisement		New advertisement	
The medium	Billboard Magazine Newspaper	Radio TV Other: _____	Billboard Magazine Newspaper	Radio TV Other: _____
The target group				
The text/script or slogan				
The image/design				
The message				
Special features/details				

12 Project

- Organize students in groups and have them brainstorm on popular advertisements
- Read directions for task 1 with the class. Have students work in groups discussing different advertisements that they see or hear every day. Circulate and encourage groups to think of different types of advertisements.
- Call on a student to read the directions for 2. Give groups a couple of minutes to choose an advertisement that they think is beneficial and helpful to people.
- Call on a student from each group to present the group's decision and discuss in class.
- Have students read the directions for task 3 silently. Ask them to use the picture on the page as an example and identify the product, the target group, the slogan, the image and the message that the advertisement is trying to get across.
- Ask students to study the chart and use it to make notes about the advertisement that they have chosen.
- Read directions for task 4. Discuss where students can find information.

Remind them to use the Internet, look up magazines and talk to people to find out what they notice most and what they remember from advertisements that they have seen or read.

- Read the directions for task 5 with the class and elicit information about storyboards, scripts, visuals, billboards, magazine advertisements and slogans. Give groups time to discuss, make decisions and design the new advertisement.. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Have students work in groups and discuss the information they have. Remind them to make notes in the organizer. Encourage them to be as creative as possible.
- Call on a student from each group to present some of their ideas for the class. Ask students to listen carefully and discuss or comment on the ideas that are presented.
- Have groups plan and design their advertisement. Encourage them to add their own ideas. Remind groups to assign tasks and responsibilities to group members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance

to express their opinion and make suggestions.

Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.

- If there isn't internet access, tell students that they will have to do some of the work for the advertisement in class and some after class.
In-class tasks: assign research and design tasks, assign responsibilities, share the work among members of the group
Discuss and draft essay, plan posters, collect and organize available information.
Out-of-class tasks: Research the Internet for information on successful slogans.
- Explain to students that after they have collected all the information and designed their advertisement, they will spend some time in class coordinating before they present it in the next or the following lesson.
- Read directions for task 6 with the class. Divide the class into advertising teams and clients and have the advertising teams present the new advertisements to the clients in a convincing manner.
- Include the successful advertisements in a class portfolio.

13 Self Reflection



- Write 'Do You Really Need It?' on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what they associate the unit title with. Elicit answers from volunteers.
- Have students scan pages 68 and 69. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
Read the slogans and quotes and say which products are being advertised.
It's the clear choice.
"I wouldn't wear anything else on the court."
Put an end to dull, lifeless hair ...
Set yourself apart from the crowd with a _____ as modern and as sophisticated as you are.
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 70, 71, ask them some questions. For example:
Complete these sentences:
They decided to go back home since _____

There was a lot of traffic because of _____

Many companies give customers free samples in order _____

People remember him wherever _____

Have volunteers answer. Elicit more examples from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 72, 73. Call on volunteers to say what the conversation is about and which are their favorite expressions.
- Have students say what they remember from this section and make notes in the chart.
- Write ADS EVERYWHERE: Do you "Buy" It? on the board and brainstorm on language and information that students remember. Call on volunteers to list as many

words as they can on the board. Encourage the rest of the class to make suggestions.

- Have a class discussion about advertisements and how they affect our lives.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about handwriting. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 76 and 77 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work and research. Elicit ideas from the students and have them present their experiences for the class.
Did they have difficulty making decisions in their group? Why? Why not?
Did they feel that they had the chance to present their ideas?
Was it difficult or easy to access different sources and collect information? Why? Why not?
Where did they find information? Where did they find photos?
Did they enjoy preparing their advertisement?
Would they change anything if they had the chance to do it again? What?
Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



Things that I liked about Unit 5:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____	_____
_____	_____

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
evaluate and discuss the influence of advertising			
create an advertisement for a product			
advise someone against something			
use adverb clauses			
use conditional sentences with present and future forms			
use <i>may</i> and <i>might</i> to speculate about the the future			
talk about preferences using: <i>I'd rather</i> and <i>I'd prefer</i>			
talk about shopping habits			
use conditional sentences with <i>when</i> and <i>unless</i>			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

6 The Gender Divide

1 Listen and Discuss

1. In what ways do you think men and women behave differently?
2. In what ways do you think their behavior is similar?
3. Do you think there are more similarities or differences?

Do you think you know a lot about men and women?

Answer *True* or *False* for these statements.

Then check your answers with the results of gender studies.

1. Women talk more than men.	True	False
2. Women tend to worry more than men.	True	False
3. Men are more truthful than women.	True	False
4. Men are more easily bored than women.	True	False
5. Women have a greater tolerance for pain.	True	False
6. Women live longer than men.	True	False

Sandy: I think women talk much more than men.

Amal: That's just a stereotype. Though I do think women talk more than men about certain things.

Sandy: Like what?

Amal: Women like to talk about their feelings, but men usually don't.

Sandy: Men'd rather talk about sports. Or cars.

Amal: Typical!

1. The common stereotype that women talk more than men is wrong. In fact, recent research shows that there is very little gender difference in how much people speak. Some research suggests that men tend to speak more than women in formal settings, and that women speak more in informal situations. One study revealed that women speak an average of about 16,000 words a day, and men do too.
2. Studies show that women worry more frequently than men. This may be due to the fact that women's brains produce less of a brain chemical called COMT, which controls anxiety. Having less of this chemical can make it harder for a person to stop worrying.
3. Women lie frequently, and men do too. However, research shows that women and men tend to lie about different things. Women are more likely to lie in order to try to not hurt a person's feelings. They are also more likely to lie to try to avoid a conflict. However, you are more likely to be told a lie by a man for a different reason. Men more often lie in order to make themselves seem more impressive.
4. Studies show that men have more restless temperaments than women. For example, women seem to have a capacity to adjust to repetitive tasks, but men don't. They dislike being asked to do such tasks and are less likely to successfully complete them. It is speculated that women do better in these situations because they have a greater ability to keep their thoughts and imagination active, even during tedious activities.

Unit Goals

- | | |
|---|---|
| <p> Vocabulary
Gender words
Scientific research and studies
Comparative words</p> | <p> Listening
Listen for specific details</p> |
| <p> Functions
Talk about gender differences and similarities
Discuss stereotypes
Ask for and give directions</p> | <p> Pronunciation
Rising and falling intonation on tag questions</p> |
| <p> Grammar
Verbs + Infinitives or Gerunds with Different Meanings
Passive Forms of Infinitives and Gerunds
Auxiliary Verbs after <i>But</i> and <i>And</i></p> | <p> Reading
Do Men and Women Speak the Same Language?</p> |
| | <p> Writing
Write an essay about communication</p> |
| | <p> Form, Meaning and Function
Present Progressive versus Present Perfect Simple
Words Connected with Hobbies and Interests</p> |

Warm Up

- With books closed, write the title of the unit on the board: **The Gender Divide**. Define the word *gender* if necessary (male or female). Ask: **What do you think this unit will be about?** (differences between men and women)
- Arrange students in small groups to discuss the introductory questions. Write the questions on the board for students to refer to. Tell them to focus on the emotional or mental differences between men and women rather than the physical.
- Have a brief class discussion about the questions, allowing groups to share and respond to each other's opinions.

1 Listen and Discuss

With books still closed, tell students that they will listen to the recording and take a quiz. Tell them to listen to each statement and answer *true* or *false*. Explain that their answers should reflect their opinions.

-  Play the audio of just the quiz section of the recording. Have students listen and answer *true* or *false*.
-  Play the audio of the quiz section again for students to confirm their answers.
- Have students open their books and look at pages 82 and 69. Tell them to reread the quiz section to confirm their understanding of the questions.
- Tell students they can check their answers on page 83.
-  Play the remainder of the audio. Have students listen and read along with the explanation of each *true/false* statement.
- Briefly discuss students' reactions to the results of the gender studies. Ask: **Are you surprised by any of these findings? Which findings surprised you? Which findings were you already sure of?**
- Refer back to the Warm Up discussion. Ask: **Did you discuss any of these gender differences and similarities in your earlier discussion? Do you feel differently about gender stereotypes now?**
- For additional vocabulary practice and to enhance comprehension, give students time to reread the text on pages 82 and 83. Ask them to underline any words that they do not understand.
- Have students work with a partner to compare their underlined words. Have them study the context of each word carefully and try to help each other understand the meaning. Ask them not to use a dictionary.
- Working as a class, ask students to come to the board and write any words that they are still not sure about. Try to elicit the meaning of each word from other students before giving the definition yourself or allowing students to look it up in a dictionary.

Quick Check

A

- Have students look at the words in the box and then find them in the quiz.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- Check answers by calling on students to read aloud the completed sentences.

Answers

1. stereotype
2. restless
3. repetitive
4. anxiety
5. intensity
6. capacity
7. temperament
8. tedious
9. gender

B

- Have students work with a partner to ask and answer the questions, referring back to the quiz as necessary.
- Check answers by calling on pairs to read aloud each question and answer it.

Answers

Answers will vary. Sample answers:

1. Women tend to speak more in informal settings.
2. Women's brains produce less of a chemical that controls anxiety than men's brains do.
3. Women tend to lie to avoid hurting another's feelings. Men tend to lie to make themselves look more impressive.
4. It is possible that women are better at keeping their thoughts and imaginations active.
5. Women have a longer life expectancy than men. In the U.S., the life expectancy for women is 79, but for men it is 72.

2 Pair Work

- Call on a volunteer to read aloud the directions.
- Have students work in pairs to think of another gender stereotype. Have pairs write whether they think the stereotype is true or false and give an explanation to support their opinion.
- Ask students to research their stereotype outside of class to confirm their answers. Tell students to try to find real scientific studies done on the stereotype, either in the library or on the Internet. If they are not able to find any, tell partners to conduct their own research.
- Have pairs present their findings to the class.

Workbook

Assign page 57 for practice with the vocabulary of the unit.



Teaching Tip

Gender issues can be a touchy subject for some students, provoking emotional responses. Be sure to keep the discussion objective and not personal in order to avoid upsetting any students. Remind students to respect each other's opinions.



Additional Activity

Write the following English saying on the board:

Boys will be boys.

(This saying is often used to humorously excuse the behavior of both boys and adult men.)

Discuss the meaning of it. Elicit sayings about men and women from the students' native language. Have students translate them into English and write them on the board.

5. Many people assume that since women have babies, and men don't, women probably have a greater ability to deal with pain. However, the research seems to indicate that, due to their body chemistry, women actually have lower tolerance for pain. During recovery after surgery, women tend to experience pain with greater frequency and intensity than men do.
6. Women outlive men all around the world, sometimes by an average of as much as 10 years. For example, in the U.S., the average life expectancy is about 79 for women, but only 72 for men. The gap is largest among people who live to be 100 or older. Worldwide among people 100 or older, women outnumber men 9 to 1.

Answers:
1. False; 2. True; 3. False; 4. False; 5. True; 6. True

Quick Check

A. Vocabulary. Complete each sentence with a word from the box.

anxiety	gender	repetitive	stereotype	temperament
capacity	intensity	restless	tedious	

1. The _____ that blond-haired people are not smart is ridiculous.
2. We were bored and _____, so we decided to find something to do.
3. That film is very _____. It shows the same place over and over.
4. I always feel overwhelming _____ the night before a test.
5. The _____ of the thunderstorm made the animals nervous.
6. Some people believe that animals have the _____ to feel the same emotions that humans do.
7. Luisa has a lovely _____. She's always happy and smiling.
8. Finding sources for an essay can be a time-consuming and _____ task.
9. The _____ of an animal often has a specific name; for example, a male horse is a stallion and a female horse is a mare.

B. Comprehension. Answer the questions.

1. In what types of settings do women tend to speak more?
2. What causes women to worry more than men?
3. What things do women tend to lie about? What things do men tend to lie about?
4. What might explain women's ability to deal with repetitive tasks better than men?
5. Which gender has the longer life expectancy? Give an example.

2 Pair Work

Work with a partner to think of another common stereotype about people. Decide whether you think the stereotype is true or false. After class, do research to confirm whether your decision was correct.

3 Grammar

Verbs + Infinitives or Gerunds with Different Meanings

Some verbs can be followed by either a gerund or an infinitive, but the verb + gerund and the verb + infinitive have different meanings. These verbs are *remember*, *forget*, *regret*, *stop*, and *try*.

He always **remembers to send** his grandparents a gift on special holidays. (**remember** + *infinitive* = remember to do a task)

He **remembers sending** gifts last year. (**remember** + *gerund* = remember having done something in the past)

She sometimes **forgets to call**. (**forget** + *infinitive* = not remember to do a task)

She sometimes **forgets calling**. (**forget** + *gerund* = not remember having done something in the past)

I **regret to tell** you that I have a secret. (**regret** + *infinitive* = wish it were not necessary to do something)

I **regret telling** you my secret. (**regret** + *gerund* = wish it were possible to undo something done in the past)

We **stopped to watch** the sunset. (**stop** + *infinitive* = stop doing something in order to do something else)

We **stopped watching** the sunset. (**stop** + *gerund* = stop doing something)

I **tried to reach** them, but they didn't answer the phone. (**try** + *infinitive* = make an attempt to do something)

I **tried reaching** them by email. (**try** + *gerund* = try a specific method to reach a goal)

Passive Forms of Infinitives and Gerunds

The passive form of an infinitive is: *to* + *be* + past participle.

Everybody wants **to be respected** by somebody.

The passive form of a gerund is *being* + past participle.

Being asked to settle an argument can be awkward.

Auxiliary Verbs after *But* and *And*

When an addition is made to a statement with *but* or *and*, often the main verb is not repeated. Instead, it is replaced with an auxiliary verb.

but + subject + auxiliary

My sister isn't good at remembering special occasions, **but my mother is**.

John doesn't get frustrated easily, **but Sam does**.

and + subject + auxiliary + *too* (for positive sentences) or *either* (for negative sentences)

He enjoys outdoor activities, **and his son does too**.

We don't like going for walks in this heat, **and he doesn't either**.

A. Circle the correct form in each sentence.

1. Did you remember (to shut / shutting) the window before it started raining?
2. He stopped (to play / playing) football after he hurt his knee.
3. If you haven't been able to get an answer from the boss on the phone, maybe you should try (to send / sending) him an email.
4. He'll never forget (to score / scoring) that goal in the last minutes of the game.
5. Don't forget (to email / emailing) me the photos.
6. We regret (to inform / informing) you that your application has been declined.

3 Grammar

Verbs + Infinitives or Gerunds with Different Meanings

- Read the explanation and examples with the class. For each set of examples, ask students to explain in their own words how the meaning changes in the sentence, by changing the gerund to the infinitive. For example:
He always remembers to send flowers on their anniversary. (He sends flowers every year on their anniversary.)
He remembers sending flowers last year. (He sent flowers last year.)
She sometimes forgets to call. (She sometimes doesn't call.)
She sometimes forgets calling. (She sometimes doesn't remember that she called.)
I regret to tell you that I have a secret. (I'm sorry that I have to tell you that I have a secret.)
I regret telling you my secret. (I'm sorry I told you my secret.)
We stopped to watch the sunset. (We stopped what we were doing to watch the sunset.)
We stopped watching the sunset. (We finished watching the sunset.)
I tried to reach her, but she's not home. (I attempted to get in touch with her.)
I tried reaching her by email. (I attempted to get in touch with her by email.)
- Direct students to exercises **A** and **B** for practice.

Passive Forms of Infinitives and Gerunds

- Call on students to read aloud the explanations and examples.
- Ask: ***When would you choose to use passive forms of infinitives and gerunds like in these examples?*** (to emphasize that the subject of the sentence is being acted upon) Explain that these forms are also useful when making general statements.
- Direct students to exercise **C** for practice.

Auxiliary Verbs after *But* and *And*

- Read the explanation and examples with the class.
- Elicit or remind students about auxiliary words. The most common are *do*, *have*, and *be*.
- Point out that only statements with *and* are followed by *too* or *either*. Statements with *but* do not use *too* or *either*.
- Direct students to exercises **D** and **E** for practice.

A

- Ask a volunteer to read aloud the directions. As an example, write the following sentence on the board:
They stopped (to get / getting) directions at the gas station before they got on the highway.
- Then write on the board and have a student read aloud the sentence, using both the gerund and infinitive forms:
1) They stopped to get directions at the gas station before they got on the highway.
2) They stopped getting directions at the gas station before they got on the highway.
 Ask: ***Which sentence is grammatically correct?*** (They are both correct.) Elicit the difference in meaning in the sentences. (In the first sentence, they did get directions before getting on the highway. In the second sentence, they no longer continued their past practice of getting directions before getting on the highway.) Ask: ***Which sentence makes more sense?*** (the first sentence, using the infinitive)
- Have students work individually to choose the correct form in each sentence. Then have them compare answers with a partner.
- To check answers call on students to read aloud their sentences.

Answers

- | | |
|------------|--------------|
| 1. to shut | 4. scoring |
| 2. playing | 5. to email |
| 3. sending | 6. to inform |

Language Builder

The following verbs can be followed by either a gerund or infinitive and retain the same meaning:

begin	continue	love
can't bear	hate	prefer
can't stand	like	start

6 The Gender Divide

B

- Have a student read aloud the directions and example.
- Elicit additional answers to the example question.
For example: *I have stopped drinking so much coffee.*
- Have students ask and answer the questions in pairs.
- To check answers as a class, call on multiple students to answer each question.

Answers

Answers will vary. Sample answers:

1. I remember going to the park every Sunday.
2. I forgot to go to my doctor's appointment.
3. I tried to bake a cake, but it didn't turn out very good.
4. I will never forget visiting China.
5. I try to remember to take a vitamin every day.
6. I regret not buying some shoes I really liked.

C

- Ask a volunteer to read aloud the directions and example.
- Have students work individually to rewrite the sentences, and then compare with a partner.
- To check answers, call on students to write their sentences on the board.

Answers

Answers will vary. Sample answers:

1. The trash needs to be taken out.
2. He expects to be promoted soon.
3. I remember being read to as a child.
4. He waited to be invited to sit down.
5. The car needs to be repaired.
6. Many celebrities enjoy having their picture taken.

D

- Read aloud the directions and example sentence. Have a student reread the example, inserting the names of classmates.
- Do this activity orally as a class. Call on volunteers to read aloud the sentences, inserting classmates' names.

Answers

Answers will vary. Sample answers:

1. John lives close to school, but Kurt doesn't.
2. Louis was in school yesterday, but George wasn't.
3. John is wearing blue today, but Mike isn't.
4. Natalie never comes to class late, and Melanie doesn't either.

E

- Have a student read aloud the directions and example sentence. Call on other students to read aloud the information about Faris and Abdullah.
- Arrange students in pairs to write additional sentences. Have them write at least five.
- Call on a pair to read their sentences aloud. Ask additional pairs to read aloud only sentences that have not yet been given.

Answers

Answers will vary. Sample answers:

1. Faris likes Indian food, and Abdullah does too.
2. Faris doesn't like coffee, and Abdullah doesn't either.
3. Faris likes comedy shows, but Abdullah doesn't.
4. Abdullah likes video games, but Faris doesn't.
5. Abdullah doesn't like the beach, but Faris does.

Workbook

Assign pages 58–60 for practice with the grammar of the unit.



Teaching Tip

From time to time, during the last two minutes of class, ask students to write down what they learned and what they are still unsure of. Collect and use these notes as a warm up for the next class.



Additional Activity

Bring in photos of famous people. Arrange students in groups. Give each group two pictures and have them write as many sentences as they can in two minutes, using auxiliaries after *but* and *and*. Then groups exchange photos and do it again. See which group wrote the most correct sentences.

B. Answer the questions about yourself.

💡 What is something you once did that you have stopped doing?

I have stopped biting my nails when I'm nervous.

1. What is something you remember doing often when you were a child?
2. What is something you forgot to do recently?
3. What is something you tried to do, but were not able to do?
4. What is something you will never forget doing?
5. What is something you try to remember to do each day?
6. What is something you regret doing?

C. Rewrite each sentence as a passive sentence.

💡 The job candidate didn't expect the human resource manager to criticize him so harshly.

The job candidate didn't expect to be criticized so harshly.

1. You need to take out the trash.
2. He expects the manager to promote him soon.
3. I remember my father reading to me when I was a child.
4. He waited for his boss to invite him to sit down.
5. The mechanic needs to repair the car.
6. Many celebrities enjoy having photographers take their picture.

D. Complete each sentence with names of classmates and the appropriate auxiliary verb. When appropriate, use **too** or **either** after the auxiliary verb.

💡 Don _____ often volunteers in class, and Alex does too. _____

1. _____ lives close to school, but _____.
2. _____ was in school yesterday, and _____.
3. _____ is wearing blue today, but _____.
4. _____ never comes to class late, and _____.

E. Read about Abdullah and Faris. Then describe the similarities and differences between Abdullah and Faris, using auxiliary verbs after **but** or **and**.

💡 Faris plays football, and Abdullah does too.

FARIS

Likes: comedy shows, Indian food, football, relaxing on the beach

Dislikes: coffee, video games, waking up early, hiking

ABDULLAH

Likes: game shows, Indian food, football, waking up early, hiking, video games

Dislikes: coffee, the beach, comedy shows



4 Conversation



- Fahd:** I don't know why the GPS can't find Lakeside Drive. I think we'd better stop and ask directions.
- Faisal:** Don't worry. I'm sure I can find it. Let's try going this way.
- Fahd:** I think we're lost. Look. There's a gas station. Let's pull over and ask someone.
- Faisal:** Oh, all right.
- Attendant:** You look lost.
- Fahd:** You can say that again. We're looking for Lakeside Drive.
- Attendant:** I know this town like the back of my hand, and I can tell you that there's no street by that name. Do you mean Riverside Drive?
- Faisal:** Oh, yeah! That must be it. I just got the street name wrong.
- Fahd:** Can you tell us how to get there?
- Attendant:** It's not far. It's just over on the other side of town. You need to turn left out of here. Then go straight for a couple of miles. Keep going until you see an ice-cream shop. If you pass Town Hall, you've gone too far. Take the first left after the ice-cream shop and you'll be on Riverside Drive.
- Faisal & Fahd:** Thanks!
- Fahd:** I guess it's a good thing I suggested we stop for directions. We would have been driving in circles for ages.
- Faisal:** Don't make a big deal about it. I'm sure I would have figured it out eventually.

Real Talk

You can say that again. = I agree with you completely.
 know (something) like the back of my hand = know something very well
 over = used to emphasize location
 for ages = for a very long time
 make a big deal about = make something small seem very important

About the Conversation

1. How do Faisal and Fahd react differently to being lost?
2. Why couldn't they find the street they were looking for?
3. How does each of them feel about having stopped to get directions?

Your Turn

Role-play with a partner. Ask your partner how to get to his or her home (or some other destination) from school. Your partner will give you directions. Use phrases from the box.

Asking for Directions

Am I headed in the right direction?
 Can you tell me how to get to...?
 I'm looking for...

Giving Directions

Go straight on...until you get to a...
 If you see a...you've gone too far.
 Keep going until you come to a (crosswalk/set of traffic lights).
 Take a left/right after the (first, second, etc.) set of traffic lights.
 When you get to...you'll see a...

4 Conversation

- Draw students' attention to the picture. Ask: **What do you see?** (a driver using a GPS for finding directions) **How many of you use a GPS device for finding directions?** (See the Culture Note.)
- 🔊 Ask students to close their books. Play the audio for students to just listen.
- Ask several students to tell you just one thing that they understood from the conversation. Make a few notes on the board about their answers.
- 🔊 Play the audio again. Have students listen and read along in their books.
- If students ask, explain that *Town Hall* refers to the chief administrative or government building in a town. This is where the office of the mayor or town council is found.

Real Talk

- Model the Real Talk expressions in the conversation. Read aloud the whole sentence with appropriate intonation for students to repeat.
- Discuss the meaning of the words and phrases in the context of the conversation. For example, ask: **When Fahd says You can say that again, how does he feel?** (He is a bit annoyed.) Explain that people often say this when someone has just pointed out something very obvious. Say a few obvious statements to elicit the phrase from students. For example: (Ahmed) **I know you study hard. You look very tired.** Elicit from Ahmed: **You can say that again.**
- Ask: **What do you know like the back of your hand?** Elicit answers from several students. Point out that this phrase often refers to places or locations. For example: **I know this town/street/neighborhood/hospital/school like the back of my hand.**
- Explain that the word over when used to give directions is not a necessary part of the sentence. It only serves to emphasize the direction.
- Say: **Fahd says We would have been driving in circles for ages. How long do you think they actually would have driven in circles?** Elicit that it likely wouldn't be more than an hour or so. Fahd is exaggerating. This phrase can refer to any length of time but is often used to exaggerate the period. As an additional example, say: **I haven't been to the mall for ages. It has been at least three weeks.** Ask: **What is something you haven't done for ages?** Elicit various responses.

- Say: **When Faisal says Don't make a big deal about it, how does he feel?** (He is annoyed and doesn't want to talk about it anymore.) As an additional example, say: **I don't like it when people make a big deal about my birthday.** Ask: **What don't you like others to make a big deal about?** Elicit various responses.
- Have students practice the conversation in pairs, switching roles.

About the Conversation

- Discuss the questions with the class. Have students ask classmates the questions and elicit answers.

Answers

1. Fahd wants to stop and ask for directions, but Faisal doesn't.
2. They were looking for the wrong street name.
3. Fahd is glad that they stopped, but Faisal isn't.

Your Turn

- Ask a student to read the directions aloud.
- Focus students' attention on the phrases in the box. Provide a model of the phrases as necessary. For example, tell students how to get to a nearby location using the phrases for *Giving Directions*.
- Have students work in pairs to role-play their conversations. Tell them that if they are uncomfortable giving directions to their home, to choose another place in town. They may choose to be walking or driving to the location.
- Ask one or two pairs to act out their conversations for the class. You might also have each pair act out their conversation for another pair.

Culture Note

GPS

GPS stands for Global Positioning System. This is a space-based global navigation satellite system. The system provides positioning, navigation, and timing services to users all over the world. GPS navigation devices are any that receive GPS signals. They can be installed in phones, cars, or handheld devices to help people figure out where they are and where they want to go.

5 Listening

- Have a student read aloud the directions.
- Ask students to read the statements and make predictions about the answers.
-  Play the audio twice. The first time students just listen. The second time they mark the sentences *true* or *false*.
-  Play the audio again for students to check their answers. Pause as necessary to discuss answers. For false sentences, ask students to give the correct information.

Answers

1. false (Ken Larder is the host of the show.)
2. false (The book is new.)
3. true
4. true
5. false (Younger drivers normally have faster reflexes.)
6. true
7. true

Audioscript

Ken: Good morning and welcome to *A.M. Chat*. I'm your host, Ken Larder, and today we're talking with Kevin Shields, the author of *Young and Mature Drivers: Driving Each Other Crazy*, a fascinating new book about the sometimes incompatible differences between young and older drivers. Kevin, good morning, and welcome to the show.

Kevin: Thanks, Ken. Glad to be here.

Ken: Kevin, I want to begin by asking you about one of the major issues the book focuses on: The difference between younger and older drivers' approach to danger while driving. Can you tell us a little bit about this?

Kevin: Yes, I'd be happy to. It's long been suspected that men of different generations have different ways of reacting to obstacles and potential dangers. Research has indicated that these differences are probably real. They reveal that experienced drivers tend to have a better sense of the parameters involved in each situation and react intuitively.

Ken: So, this means that experienced drivers have better reflexes, doesn't it?

Kevin: Certainly not. Experienced drivers simply have encountered similar obstacles or dangers before and have developed a number of strategies. Intuition, as we all know, often has to do with accumulated knowledge and a range of experiences. Younger drivers normally have faster reflexes, but they need to process all the information on the spot and make a decision that they have probably not had to make before. So, it is a more conscious process in their case that sometimes increases stress or fear, depending on the individual.

Ken: So then it seems neither group has a total advantage in such cases, do they?

Kevin: Well, the strategies experienced drivers use does give them an advantage when having to regain control of the car or dealing with spillage that makes the road slippery or driving on ice.

Ken: I remember hearing that experienced drivers usually have lower car insurance premiums than new drivers. That's true, isn't it?

Kevin: Yes, it is, provided that the experienced driver has a clean record, with no major accidents.

Ken: That's a bit unfair for new drivers, isn't it? I mean it makes it considerably more expensive for a younger person who doesn't really earn much if they have a job.

Kevin: Not really. While young drivers have quicker reflexes, they also tend to take greater risks and get into more accidents. Older drivers are more cautious, and so get into fewer accidents. So new drivers have their strengths, and experienced drivers do too. Each group deserves to be given credit for what they do well.

Ken: So each group is the better driver in their own way, aren't they?

Kevin: Exactly!

6 Pronunciation

-  Play the audio for the explanation and the sentences. Students listen and read along.
-  Play the audio for the sentences again. Students listen and repeat, and then check whether the sentence has rising or falling intonation.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

Answers

1. d 2. e 3. a 4. c 5. g 6. h 7. f 8. b

B

- Have students compare answers with a partner.

Workbook

Assign page 61 for additional reading practice.



Teaching Tip

Having students say one thing they understood from a listening is a non-threatening activity for them and a good assessment of comprehension for you.



Additional Activity

Make copies of the listening script for students. Have them practice role-playing the interview in pairs. Remind them to use proper intonation on the tag questions.

5 Listening

Listen to the morning news show discussion about the different strategies used by new and experienced drivers. Then answer **true** or **false**. If the sentence is false, rewrite it with the correct information.

1. _____ Kevin Shields is the host of the show.
2. _____ The book they are discussing was written a long time ago.
3. _____ New and experienced drivers use different driving strategies.
4. _____ Experienced drivers seem to be better able to deal with difficult situations.
5. _____ Older drivers' reflexes are as fast as younger drivers'.
6. _____ New drivers tend to get more stressed and frightened when dealing with a dangerous situation.
7. _____ Experienced drivers normally have lower insurance premiums than new drivers.



6 Pronunciation

Tag questions are short questions added to the ends of sentences. If the tag question uses rising intonation, the speaker isn't sure of the statement and is looking for information. If the tag question uses falling intonation, the speaker is sure of the statement and is expecting confirmation.

Listen and repeat. Then check whether the sentence has rising or falling intonation.

	Rising Intonation	Falling Intonation
1. So this means that experienced drivers have better reflexes, doesn't it?	☐	☐
2. So then it seems neither group has a total advantage in such cases, do they?	☐	☐
3. That's true, isn't it?	☐	☐
4. That's a bit unfair for new drivers, isn't it?	☐	☐
5. So each group is the better driver in their own way, aren't they?	☐	☐

7 Vocabulary Building

A. You will see these words in the reading on pages 88 and 89. Match the words with their meanings.

- | | |
|--------------------|--|
| 1. _____ content | a. of or relating to women or girls |
| 2. _____ convey | b. observe an incident |
| 3. _____ feminine | c. emotionally close |
| 4. _____ intimate | d. subject matter |
| 5. _____ literal | e. communicate by statement or suggestion |
| 6. _____ masculine | f. category or type of living thing |
| 7. _____ species | g. concerned with facts only |
| 8. _____ witness | h. of or relating to men or boys |

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading

Before Reading

In what ways do you think men and women communicate differently?

Do Men and Women Speak the Same Language?

The difference in the ways that men and women communicate has been the subject of countless books, magazine articles, talk show discussions, and jokes. These differences can sometimes make men and women seem mysterious to each other, and can occasionally make communication difficult and confusing. People often jokingly say that men and women are from different planets or that they are different species. But just what *are* these communication differences and what is their cause?

One basic reason men and women have such different ways of communicating is that they see the purpose of communication differently. Research shows that women use communication as a way of growing closer to people and establishing intimate relationships. Women tend to use language to share thoughts and feelings, and to be supportive. Meanwhile, men tend to see the goal of communication as accomplishing a task. Men most often use language to persuade, argue, convey facts, and demonstrate knowledge.



Although men do not tend to use communication to achieve closeness, they have their own way of bonding. In one study, 75 percent of the men surveyed said that their most meaningful experiences with friends came not through talking, but through shared activities. In a related study, researchers found that fathers tend to show affection to sons by helping them with tasks and challenges. Javier Morales's experiences certainly support this idea. Says Morales, "My dad and I are really close, but I wouldn't say we talk very much. We spend a lot of time together doing things. We spent all of last Saturday repairing my car, and this week we're going hiking together. My dad and I have a deep bond. Just because we're not talking doesn't mean we're not sharing important time together."

The content of what males and females talk about tends to be different as well. Researcher Deborah Tannen has found that while feminine talk tends to focus on feelings, relationships, and people, masculine talk tends to focus on sports, the economy, and facts.

Women talk to explore problems, but men do not. Instead, men talk to fix problems. This can sometimes cause problems in communication. Janet West, a freshman in college, remembers encountering this issue recently. "I told my brother Derek about a problem I was having with my studies. He immediately came up with possible solutions to the problem. Being told how to fix the problem was kind of frustrating because it wasn't what I was looking for. I asked him to stop trying to fix the problem and try talking with me about it instead. He seemed completely confused and said, 'Why bother talking about a problem unless you're trying to find a solution to it?'"

Another way in which men and women differ is in the way they listen. Research has shown that men tend to place all of their attention on one thing at a time, but women do not. Instead, women commonly divide their attention between a number of things at once and make connections between these different things. Since this comes so easily to women, they are sometimes frustrated when men struggle to do this. For example, a common complaint among women is that when a man is watching television, he often doesn't hear a question asked by the person sitting right beside him. Sakura Kumi has witnessed this many times in her house. Sakura says, "My mother used to get so frustrated trying to get my father's attention while he was watching TV, and I did too. So she got into the habit of standing in front of the TV and saying, 'Hiroshi, I'm about to ask you a question.' It's become sort of a family joke."

Research has shown that these communication differences can be partially explained by the different ways in which the male and female brains are structured and wired. For example, the left side of the brain, where logic and literal thinking are processed, tends to be stronger in men. Meanwhile, women tend to think with the right side, which is where comprehension is processed. The female brain also has more connections between the right and left sides, so their thought process is likely to be more complex.

8 Reading

- With books closed discuss the **Before Reading** question with the class. If students need help responding, suggest specific situations. For example, say: ***When men get together what do they talk about? When women are together, what do they talk about? How do men and women react differently to a disagreement?*** Emphasize that there are no right or wrong answers to these questions. You are asking for students' ideas and opinions.
- Ask students to open their books to pages 88 and 89.

READING STRATEGY Pause and reflect

- Tell students that when reading a long or scientific text, it is helpful to pause periodically and think about what they just read. When they pause, they should follow three steps. Write the steps on the board:
 - 1) ***Summarize the main ideas of what you just read.***
 - 2) ***Comment on the information and add your own thoughts.***
 - 3) ***Question anything that you don't understand.***
- Arrange students in groups of three. Tell them that they will read the article silently, pausing and reflecting after every two paragraphs. During the pause, group members will take turns summarizing, commenting on, and questioning the paragraphs they just read. Group members will respond by adding ideas or answering questions to help each other understand the article.
- Monitor to make sure that students understand the procedure. You might ask students to draw a line under the second, fourth, sixth, and eighth paragraphs as a reminder for them to stop at these points. Be sure that students are reading silently within their groups. Tell students who finish reading early to begin to prepare for the reflection. Each student should have a turn to summarize, comment, and question.
- Have students read the final paragraph silently.
- Elicit feedback from students on the activity. Ask: ***Did you like this exercise? Do you feel that you understood the text better because of it?***
- Explain that, while reading, students can pause and reflect by themselves, following the three steps in their heads.



- Play the audio of the complete reading. Have students listen and follow along in their books.

- For additional vocabulary practice, refer students to the Vocabulary Building exercise on page 87. Ask them to find and underline the vocabulary words in the article.

- Have students study the words in the context of the article. Ask questions to elicit use of the vocabulary words. For example, ask:

How is the content of men's and women's conversations different? (They talk about different things)

What do men use language to convey? (facts)

What does feminine talk usually focus on? (feelings, relationships, people)

How would you describe an intimate relationship? (when two people are close and tell each other private things)

Which gender is stronger in literal thinking? (male)

What does masculine talk usually focus on? (sports, the economy, facts)

Name two different species. (cats and dogs) ***Are men and women different species?*** (no)

What has Sakura Kumi witnessed? (She has witnessed her father not hearing a question asked him because he is watching TV.)

After Reading

- Have students work with a partner and take turns asking and answering the questions.
- Check answers by calling on pairs to read aloud a question and answer it.

Answers

Answers will vary. Sample answers:

1. Women see communication as a way of establishing intimacy. Men use communication to accomplish a task.
2. Men often bond through shared activities.
3. Men often talk about sports, the economy, and facts. Women often talk about feelings, relationships, and people.
4. Women talk to explore problems, but men talk to solve problems.
5. Male and female brains are wired differently, and men and women are raised to behave differently.

9 Speaking

- Arrange students in pairs to discuss the questions.
- Each student should use the questionnaire to ask each other the questions.
- Have students copy the questionnaire in the notebook and write the answers as well as their ideas.
- Open up the group discussions to a class discussion. Have students share and discuss their ideas in class.

Workbook

Assign pages 62-63 for additional writing practice at word and sentence level.



Teaching Tip

Studies have shown that when working in small groups, students tend to learn more of the lesson material and remember it longer than when the same content is presented in other ways. Students who work in groups also tend to enjoy their classes more.



Additional Activity

Create a cloze activity from one or two of the quiz explanations on pages 82 and 83. Delete every seventh or eighth word from the text, leaving a blank for students to fill in. Make photocopies of this text for students to try to complete, without referring to the complete text in their books.



Project: Gender Stereotypes

Working in pairs, have students create a gender stereotypes quiz like the one on pages 82 and 83. They may use those *true/false* statements and add additional statements as desired. Tell pairs to give the quiz to at least 5 people outside of class. Compile the results to find out how many people believe in gender stereotypes. Have pairs report their findings to the class.



Research has also shown that the different ways that boys and girls are raised has a significant impact on how they communicate. Girls are raised to recognize and be sensitive to the feelings of others. On the other hand, boys are taught to be more direct and goal-oriented. Being raised in such different ways is bound to create two different styles of communication.

While the differences in the way men and women communicate can sometimes cause confusion, these differences are also what help maintain a balance in communication. It ensures that a variety of topics and viewpoints are explored, feelings are expressed, and problems are discussed and solved. This balance is what makes communication so rich and interesting.

After Reading

Answer the questions.

1. What do women see as the purpose of communication? What about men?
2. How are men most likely to bond with others?
3. How does the content of men and women's talk tend to differ?
4. How do men and women approach problems differently?
5. What causes men and women to communicate differently?

9 Speaking

1. Work in pairs/groups. Use the questionnaire to ask each other about the way you communicate with people. If you like, add your own questions.
2. Compare answers with your classmates. Discuss individual preferences and your reasons.
3. Find people in class that communicate in a way that is similar to the way you communicate.

Do you talk about your problems?
Do you share your feelings with others?
Do you spend time with family/friends without talking?
Do you talk while you are doing something, e.g. fixing something, playing a game, etc.?
Which of these topics do you enjoy talking about? (circle)
people you know people you don't know sports TV video games books clothes and accessories travel holidays food art cars buildings news assignments activities shopping gadgets computers other: _____

10 Writing

- A. 1. How do we communicate? Do we mostly communicate through verbal or non-verbal language?
2. Try communicating these to your partner without speaking.
- Can I have your pen, please?
 - Are you going to call me after school?
 - I went shopping yesterday.
3. Now write two of your own messages on a piece of paper, fold it, and set it aside or give it to your teacher. Use non-verbal language to communicate your message. Check. How successful were you?
4. "A picture is worth a thousand words." Explain.
5. Read the text and find:
- the main thesis statement
 - the supporting paragraphs
 - the arguments used



Verbal and non-verbal communication

When people talk about communication, the first thing that comes to mind is words or language. Language is our primary means of communication as human beings, which sets us apart from other species. However, as studies have shown, it is not the only means of communication.

Think about a photograph taken in the center of a town. It provides information about the buildings, stores and services, people and cars, plants, and all kinds of details if you choose to take the time to look at it more carefully. Now try describing the picture and everything you have identified in it to your friend or write about it. How long do you think it's going to take you? Certainly a lot longer than it takes a photo to convey the same amount of information.

Suppose that you have just acquired the latest electronic gadget. Would you choose to tell your friend about it or show

it to him or her? Usually, we choose to do the latter, i.e. show it to somebody and point out all the new, amazing features. In other words, pictures and objects can "speak for themselves" more efficiently and effectively than we can through verbal language.

However, there are situations where a different type of interaction is required, when, for example, you run into somebody you have not seen for some time. You probably want to talk about everything that has happened, ask him/her questions, and talk about people you know, and so on. This is definitely a case that requires verbal language.

On a partly different note, you see a friend you have not seen for some time at a distance, e.g. different escalators at the airport leading to different lounges. You have both checked through security and cannot go back; and you certainly don't want to start shouting across the

airport building. You want to get his/her cell phone number. You probably resort to gesturing by holding your hand next to your ear and pretending to talk; you point to the "phone," point to your friend and use a hand gesture to signal "What?" pointing back to the imaginary phone. Your friend signals each number by holding up the appropriate number of fingers.

In other words, although language is important and allows us to communicate facts, feelings, thoughts, experiences, and practically everything and anything that we are interested in, it is not the only way we communicate with each other. As studies have shown, about 60 percent of human communication is carried out through non-verbal means, e.g. facial expression, gestures, or illustration. Maybe we should keep this in mind when we are "at a loss for words": our eyes and overall expression can convey what we cannot express through words.

10 Writing

A

- Direct students' attention to the pictures at the top of the page. Elicit ideas from them about the people in the pictures. Use questions like these:

What is the origin of each person in the picture?

Do they both come from the same country?

How do you think they communicate?

- Read question 1 with the class. Have students answer in pairs. Elicit and discuss answers in class.
- Go through directions for task 2. Have students try to communicate the messages to each other without speaking. Call on students to demonstrate for the class.
- Call on a student to read the instructions for task 3. Give students time to write their messages on slips of paper, fold them and set them aside or give them to you.
- Call on students to use non-verbal language in order to communicate their messages to the class. Check the slip to find out how successful they are.
- Write "A picture is worth a thousand words." On the board and ask students to think about its meaning and explain it.

Answer:

A picture shows and represents so much that would otherwise require a lot of time, effort and words to explain and even then one might not do as good a job.

- Hand out pictures to pairs of students to look at and think about how to describe them. Call on students to describe their picture as the rest of the class listen, make notes and /or draw. Ask students to compare their drawings and notes with the actual pictures and decide how accurately they were described and/or whether the information was conveyed successfully.
- Read directions for 5 with the class. Ask students to read the text and answer individually. Then have them compare with a partner.
- Discuss the answers in class. Ask students to refer to the text.

Answers:

- Main thesis statement: the second half of the first paragraph; Language is our ... means of communication
- Supporting paragraphs: paragraphs 2 to 6.

- Arguments: describing as opposed to looking at a photograph of the center of town (par.2)
- Showing or telling a friend about a new gadget (par. 3)
- Situations where verbal language is required, for example when running into someone you haven't seen for a long time (par. 4)
- Having to communicate with someone at a distance/at the airport to get his phone number (par. 5)
- According to studies 60% of communication is carried out through non-verbal means. (par. 6)

- Call on pairs to report their answers to the class.
- Hold a class discussion about verbal and non-verbal language.



Additional Activity

Do we all use the same gestures?

Elicit a number of words or phrases that students can communicate through non-verbal language. Write them on the board. Then ask the pairs to demonstrate using non verbal language.

6 The Gender Divide

B

- Tell students that they are going to write an essay about the way different people communicate.
- Have students read the instructions for tasks 1, 2 and 3.
- Ask students to think of an Arab and a non-Arab person individually and make notes in the chart.
- Have them compare with a partner and add or modify their notes.
- If possible show the video of a news broadcast by an Arab and one with a non-Arab. Allow students to discuss in pairs or small groups and check their notes. Help them identify gestures and facial expressions.
- Call on students to report their ideas. Have the rest of the class add to the chart and make notes. Encourage them to ask each person to repeat or clarify points as they listen, so they can complete their notes. This way, they will have more information about some nationalities/cultures and add new cultures that they didn't know about.
- Ask students if they know or have heard about student exchange programs or programs that team up schools from different countries. Elicit or offer information about such programs on a European or Global basis. Tell students that in such cases students are involved in projects that require online communication between them. Explain that they are given the opportunity to find out about each other and their cultures on a personal basis, beyond national stereotypes. Hold a brief class discussion.
- Direct students to the Writing Corner. Have them read each point and discuss it in class. Stress that they need to consider different aspects of the topic/issue and list similarities and differences. Suggest that they use a Venn diagram if they want to have a clear picture of points/features that are shared as opposed to differences for each culture. Explain that the alternative structure requires them to focus on a feature, for example greetings between men in the different cultures, followed by a focus on another feature such as gestures of approval and a comparison/contrast in different cultures and so on. The block method would call for a discussion of all relevant features in one culture followed by a subsequent discussion of the same features in the other culture. The final part would require students to compare, contrast and conclude.
- Have students read the excerpt from a model essay on the page. Ask them to identify the structure that is going to be used. Get them to justify their answers.
- Remind them how important it is to reflect and give them time to think about what they know. Point out that the initial notes they make while they brainstorm don't have to be perfectly organized. They can be used as raw data to help them remember and organized later in categories as mentioned in the guidelines.
- Have students use their notes to draft an essay. Remind them to organize their information and views in an alternative or block structure. Circulate and monitor; help when necessary.
- Give students time to read their essays and make comments and corrections individually before they exchange with other students.
- Have students exchange drafts and comment/correct each other's texts. Then ask them to edit and rewrite.
- Call on volunteers to read their essays in class. Have the rest of the students listen and make notes on interesting information and views as well as points that they would like to raise and challenge after the essay has been read.
- Have the class identify the structure of each essay.

Workbook

Assign page 64 for additional writing practice above word and sentence level.

- B.** 1. Think of an Arab man or woman and a non-Arab man or woman you know personally or from TV.
2. Think about the way these people communicate. Research and collect information about culture-specific features of communication. Do you think they communicate in a way that is typical of their culture? Write your ideas in a chart.
3. Write an essay about the communication approaches used by each person. Give examples to support your ideas.

	Arab person's name: _____	Non-Arab person's name: _____
Culture-specific communication features		
Communication features that are not culture-specific		

A Friend from Sweden and a Friend from Poland

My two friends are also colleagues. We work together as researchers on an educational project that encourages schools to communicate online with schools in other countries. Although they come from different cultures, both of them are not really what you might consider typical according to national stereotypes.

Erik, my Swedish friend, is a very friendly, outgoing person in a quiet manner. Janek, my Polish colleague, on the other hand, does not look very friendly at first but ...

Writing Corner

When you write a comparative/contrastive essay:

- consider the different sides of the issue.
- develop a list of similarities and differences.
- establish your basis for comparison.
- create a thesis for their relative importance, e.g. similarities outweigh differences.
- structure your essay using an alternating or a block structure
 - a. an alternating structure involves a point by point discussion and can be quite systematic and analytical
 - b. a block method allows you to discuss each aspect or topic in distinct blocks and then conclude

11 Form, Meaning and Function



Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive to say how long something has been happening.

Use the present perfect simple to say how many things have been done or how many times something has been done.

Present Perfect Progressive

Sandy and Amal **have been discussing** the differences in behavior between men and women for 2 hours.

How long **have** you **been discussing** stereotypes?

Saeed **has been driving** since early this morning.

How long **have** you **been driving**?

Use the present perfect progressive to talk about an annoying action or situation.

I haven't slept at all. My phone **has been ringing** all night.

Who's **been eating** the cakes? There is only one left!

Present Perfect Simple

They **have decided** that women talk about feelings more than men.

How many times **have** you **discussed** this issue?

He **has driven** 400 miles.

How many different models of car **have** you **driven**?

Time Expressions with the Present Perfect Progressive:

How long, for, since, all day/ all week/ all month/ all year

They've been talking for over an hour. The children are getting bored.



A. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time? Use the present perfect progressive and the present perfect simple.

A: What has the man at the magazine stand been doing during the rain?

B: He's been reading.

A: How many magazines has he read?

B: He's read several magazines.



11 Form, Meaning and Function

Present Perfect Progressive versus Present Perfect Simple

- Read the explanation and examples in the presentation.
- Ask: *What is the form of the present perfect progressive?* (has/have + been + -ing form of the verb)
- Ask: *What is the form of the present perfect?* (has/ have + the past participle)
- Ask students to look at the example sentences for each tense in the presentation. Ask: *Which tense is used in each example sentence and why?*
- Explain or elicit that we use the present perfect progressive to ask and say for how long something has been happening. We use the present perfect simple tense to talk about something in the past which has a relation to now.

Time Expressions with the Present Perfect Progressive: *How long, for, since, all day/ all week/ all month/ all year*

- Call on students and ask: *What have you learned to do? Have you finished learning it? If not, how long have you been learning for?*
- Write students answers to these questions on the board. Highlight the time expression. For example, *Ali has been learning how to drive for five months.*
- Elicit a substitution for the underlined time expressions on the board using *since*. (e.g., *since May*)
- Refer students to the explanation in the presentation. Point out that *How long* refers to the length of time someone has been doing or has done something.
- Ask them to explain in their own words the difference between *for* and *since*. (*For* refers to an extended period of time, and *since* indicates a specific point in time.)
- Under the heading, *How long ...?*, write *for* and *since* on the board. Have students say a period of time not in the presentation. For example, *seven years, one day, a long time*. Write the expressions on the board under *for*.
- Have students say a point of time in the past; for example, *a week ago, last Monday, seven years ago*. Write the expressions under *since*.



- Put students into pairs to ask and answer about the picture. Monitor students closely and note down any errors with form.
- Call on volunteers to describe the picture.
- Write any errors with form on the board and ask students to correct them.

Answers

Answers will vary. Sample answers.

A lady has been sitting in a taxi for a long time. She looks fed up.

Two friends have been catching up over a cup of coffee.

They have drunk four cups.

A man has been directing traffic.

A businessman has been talking on his phone.

A man with a bag has been waiting for a taxi for a long time. He is soaking wet.



Teaching Tip

When a student asks a question in class, try to elicit the answer from other students before providing the answer yourself. Involve the class in the discussion. In this way, everyone will benefit from the student's question. Otherwise, students will tend to "tune out" while you are answering the question, thinking it has nothing to do with them.

Words Connected with Hobbies and Interests

- Tell students to read through the vocabulary items in the box and circle any words with which they are unfamiliar.
- Ask volunteers to read out the words they have circled and write them on the board. Have another student in the class volunteer the meaning by putting the word in a sentence of his/her own.
- Direct students to the statements below the vocabulary chart. Ask students to write more examples of their own in their notebooks.
- Call on students to share their examples with the class.

Adjective + Preposition + Gerund

- Read through the example sentences and emphasize the prepositions which follow the adjectives. For example, good **AT**, fascinated **BY**, interested **IN**.
- Ask or give students more examples of adjectives which are followed by prepositions and write them on the board. For example, afraid **OF**, bored **WITH**, amazed **AT** and so on. Give students more adjectives and ask them to categorize them into groups according to the preposition they have in common.
- Ask students at random questions using the adjectives and prepositions. Tell them to answer with a full sentence. For example, *What are you most afraid of? I'm most afraid of failing my English test!*

B

- Put students into small groups of three or four. Tell students to work together by taking it in turns to ask and answer questions.
- Students should try to complete as much of the chart as possible.
- Call on groups to report their findings to the rest of the class. Carry out on-the-spot correction by asking students to self-correct if they make an error with the form of the present perfect progressive or present perfect simple.

Answers

Students' own answers

C

- Have students spend a few minutes writing about themselves. They can write a paragraph in their notebooks.

- Have students exchange paragraphs and correct any mistakes they see with language.
- Call on students to read out the paragraph they have corrected and invite the class to guess who the paragraph belongs to.

Answers

Students' own answers

Workbook

Assign pages 65-66 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

When students are having a group discussion, try to make sure that each person in the group has something to do. For example, give each student a role to play, such as leader, reporter, or secretary. This helps ensure that everyone participates. At the same time, remind students that as they become more advanced in English, they will come across more situations where there is more than one possible answer to a question or more than one way to say something correctly.

Words Connected with Hobbies and Interests

Here are some words connected with popular free time activities. Write some words connected with a hobby or interest of your own.

Playing Sport

play a team sport
water sport
join a club
training
outdoors
keep fit
athletic track
rewarding
competition
awards

Reading Books

science fiction
detective stories
adventure stories
best seller
poetry
book worm
entertaining
bookmark
novel
writer

Collecting Items

stamps
stuffed toys
comic books
stickers
bookmarks
enjoyment
happiness
fascination
satisfaction
collection

Surfing the Internet

computer, laptop
educational
play games
Internet cafe
enjoyment
knowledge
new information



Your Hobby

Ahmed is a footballer. He has **played** every week since he was ten years old. He **plays** in his local **team** and they have won many **competitions** and **awards**.

Sally is a **bookworm**. She loves reading **novels** and **poetry**. One day she hopes to be a **writer**.

Ali has always been **fascinated** with superheroes and **comic books**. They bring him much **enjoyment** and **happiness** and he now has a **collection** of more than one thousand.

Adjective + Preposition + Gerund

I'm not very **good at playing** sport.

I'm **fascinated by** traditional stories and books.

I'm **interested in reading** all sorts of stories.



B. Work in groups. Find out about your classmates' hobbies and interests. Ask how long they've been doing them. Complete the chart.



A: Can you play a sport?

B: Yes, I can. I play tennis on the weekends.

A: How long have you been playing tennis?

B: I've been playing tennis since I was ten.

A: Have you taken part in any tournaments?

B: Yes, I have.

Hobby/Interest	Name	Length of Time
Sport		
Books		
Collecting something		
Your idea		
Your idea		
Your idea		

C. Tell the class about your group's hobbies and interests.

12 Project

- 1. Think about and research methods that people have used to communicate with others throughout history. For example, Native Americans used to communicate through smoke signals. They used a blanket to cover and uncover the fire in order to make a specific number of smoke puffs rise. Someone at a distance could watch and interpret the smoke signals and understand the message that was being sent.
- 2. Work in pairs/groups. Find out about different methods of communication that have been used through time and make notes in the chart.
- 3. Use your notes and the information that you have collected to prepare a PowerPoint presentation for your class.



Communication Method	1	2	3	4
Description				
Time period				
Place				
Person/group involved				
Advantages				
Disadvantages				

12 Project

- Tell students that they are going to research and prepare a presentation on the ways people have communicated through history.
- Have them brainstorm on ways of communication that they know about in groups. Call on a student from each group to report the group information and ideas.
- Have students look at the photos in their book and talk about them. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.

Sample answers:

Picture 1: a white dove with a message tied to its leg/ Doves were used to carry mail

Picture 2: a postman in his uniform carrying his mail bag/ possibly delivering letters

Picture 3: A man of Native American origin sending smoke signals with a blanket

- Organize students in groups and have them brainstorm on different methods used for communication over distances.
- Call on groups to present their ideas for the class. Ask a member of each group to list the different methods that are mentioned on the board.
- Read directions for tasks 1 and 2 and have students write as much information as they can in the organizer. Encourage them to research and add information.
- Ask students to download and print information that they find on the Internet as well as any promotional material or leaflets with information about mail services, online communication, telephone communication etc.
- Organize students in groups and have them collate their notes and fill in gaps in their chart.
- Elicit ideas and guidelines about PowerPoint presentations from volunteers. Allow students to look back at their notes.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to talk to each other about what they found and coordinate the next stage in their preparation.
- Remind students that they will need to design a PowerPoint presentation with photos and/or drawings.
- Allow time for research. This means that if students don't have access to the internet or would like to take photos of certain practices they will not be able to complete their poster. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the presentation for the next lesson.
- Call on each group to present. Suggest that they take turns presenting sections of their group presentation.
- Include the PowerPoint presentations in the electronic class portfolio.



Additional Activity

Research and find out how people communicated during the 20th century. Find out which inventions affected communication. Identify similarities and differences between now and then, and present them in class. Have a class discussion commenting on similarities and differences.

13 Self Reflection



- Write 'The Gender Divide' on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 82 and 83. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
- Circle the right word/s:
The common stereotype that men talk less than women is wrong/right.
According to studies women worry less / more than men.
Men and women tend to lie about different/the same things.
Men can/ cannot adjust well to repetitive tasks.
Men have lower/higher tolerance to pain.

Answers:

wrong; more; different; cannot; higher

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 84, 85, ask them to explain the difference in meaning between the sentences. For example:
I don't remember sending you this book. Are you sure it was me?
They always remember to water the flowers when we're away.
We stopped to admire the view from the mountain. It was spectacular.
We stopped driving to the seaside on the weekend. It's too crowded.

Answers:

- I don't remember having sent you this book. Are you sure it wasn't sent by someone else?
- They never forget to water our flowers when we are away.
- We stopped driving in order to admire the view.
- We don't drive to the seaside on the weekend any longer. We used to but we've stopped doing it because there are too many people.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart.
- Direct students to pages 86, 87. Call on volunteers to say what the conversation is about in this lesson.

- Have students say what they remember from this section and make notes in the chart.
- Write *Do Men and Women Speak the Same Language?* on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:
Name some of the communication differences between men and women and their causes?
How do men bond?
What does masculine talk tend to focus on?
What does female talk tend to focus on?
Do men and women listen in the same way? Why?
Why not?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about verbal and non-verbal communication. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 88 and 89 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting.
Did they have difficulty making decisions in their group? Why? Why not?
Where did they find information? Where did they find photos?
Would they change anything if they had the chance to do it again? What?
Did they enjoy designing the presentation? Did everyone contribute?
- Allow time for students to make notes on the project section individually.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection



Things that I liked about Unit 6:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
_____	_____
_____	_____

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about gender differences and similarities			
discuss stereotypes			
ask for and give directions			
use verbs + infinitives or gerunds with different meanings			
use passive forms of infinitives and gerunds			
use auxiliary verbs after <i>but</i> and <i>and</i>			
use the present perfect simple and the present progressive tense			
use time expressions: <i>How long ...?; for; since; all day, week, month, year</i>			
talk about hobbies and interests			
use adjectives + prepositions + gerunds			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

EXPANSION Units 4-6

1 Language Review



A. Complete each sentence by adding **both...and**, **not only...but also**, **either...or**, or **neither...nor**.

For some items, more than one answer may be possible.

- _____ Beijing _____ Hong Kong are cities in China.
- All numbers are _____ even _____ odd.
- Solar energy is _____ clean _____ renewable.
- _____ Ayrton Senna _____ Jim Clark were famous race car drivers.
- In the Spanish language, nouns are _____ masculine _____ feminine.
- _____ *Finding Nemo* _____ *The Lion King* are animated films.
- Studies have found that _____ men _____ women talk more than the other.
- _____ cars _____ airplanes existed 200 years ago.
- The word *change* can mean _____ coins _____ to become different.
- Some words in the English language, like *conflict* and *suspect*, are _____ nouns _____ verbs.

B. Rewrite each pair of sentences as a single sentence with an adverb clause. Use a word or phrase from the box to begin each adverb clause. For some items, more than one answer may be possible.

because	if	(in order) to	only if	so that	where
even if	in case	now that	since	unless	wherever

💡 Check the product carefully. There may be defects.

Check the product carefully in case there are defects.

- You feel anxiety about leaving your job. You should still do it.
- The police will have trouble finding the criminal. It would help if there were a witness.
- We have finished this tedious task. We can relax.
- She feels restless. It doesn't matter where she is.
- Let's choose our destination. Then we can book our trip.
- More consumers buy that brand. It has a good reputation.
- He wants to be accepted into a prestigious university. He will have to study hard.
- The secret agent altered his appearance. It was difficult to recognize him.

C. Write two sentences about each item using adverb clauses.

💡 I brought an umbrella in case it rains.

Wherever I go, I bring an umbrella.



1. a bicycle



2. a bilingual dictionary



3. a cell phone



4. a chocolate bar



Unit Goals

Language Review

Reading

The impact of a changing world on human language and communication

Language Plus

Every day idioms

Writing

Write an essay about tales involving animals

1 Language Review

A

- This exercise reviews using paired conjunctions, which was presented in Unit 4. Refer students to the grammar chart on page 56 for review as necessary.
- Call on a student to read aloud the directions.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read their completed sentences aloud. Elicit alternative correct answers from students as appropriate.

Answers

- Both, and
- either, or
- both, and / not only, but also
- Both, and
- either, or
- Both, and
- neither, nor
- Neither, nor
- either, or
- both, and / not only, but also

B

- This exercise reviews adverb clauses, which were presented in Unit 5. Refer students to the grammar chart on page 70 for review as necessary.
- Ask a student to read aloud the directions and the example sentence.
- Have students work individually to complete the sentences, and then compare answers with a partner.

- To check answers as a class, call on volunteers to read their completed sentences aloud. Elicit alternative correct answers from students as appropriate.

Answers

Answers will vary. Sample answers:

- Even if you feel anxiety about leaving your job, you should still do it.
- The police will have trouble finding the criminal unless there is a witness.
- Now that we have finished this tedious task, we can relax.
- She feels restless wherever she is.
- Let's choose our destination so that we can book our trip.
- More consumers buy that brand because it has a good reputation.
- If he wants to be accepted to a prestigious university, he will have to study hard.
- Because/Since the secret agent altered her appearance, it was difficult to recognize her.

C

- This exercise also reviews adverb clauses. Refer students to the chart on page 70 for review as necessary.
- Have a student read aloud the directions, the example sentence, and the names of the items.
- Tell students to refer to the list of adverbs in the box for exercise B for reference when forming their adverb clauses.
- Have students work with a partner to write their sentences.
- To check answers, call on multiple pairs to read aloud their sentences for each picture.

Answers

Answers will vary. Sample answers:

- I ride my bicycle wherever I go.
Since I got a new bicycle, I don't mind riding to school.
- Now that I have an electronic bilingual dictionary, it is easier to look up words.
I use my bilingual dictionary only if I can't understand the English definition.
- I always carry my cell phone in case of an emergency.
Bring your cell phone so that you can call me when you get there.
- I can't resist a chocolate bar, even if I'm not hungry.
I'm not hungry for dinner because I ate a chocolate bar earlier.

D

- This exercise reviews using verbs + infinitives or gerunds with different meanings, which was presented in Unit 6. Refer students to the chart on page 84 for review as necessary.
- Read aloud the directions and example.
- Point out to students that they will rewrite each direct speech statement as reported speech, using the verb in parentheses. Remind students to choose either the gerund or infinitive form based on which makes more sense in the context of the sentence.
- Have students work individually to rewrite the sentences, and then compare with a partner.
- Call on volunteers to read their sentences aloud.

Answers

Answers will vary. Sample answers:

1. Ahmed regrets buying her car.
2. Abdullah regrets not being able to be at the meeting.
3. Tom got so bored of that TV show that he stopped watching it.
4. Allen told us to remember to vote on Monday.
5. Dennis will always remember watching the Olympics live.
6. Andrew and Jack were driving when they stopped to watch the fireworks.
7. Kaya is trying to find a dress for the wedding.
8. Jimmy asked if we tried looking online for the tennis match schedules.

E

- This exercise reviews using auxiliary verbs after *but* and *and*, which was presented in Unit 6. Refer students to the chart on page 84 for review as necessary.
- Have students work individually to write sentences, and then compare answers with a partner.

Answers

1. Gold is a kind of metal, and silver is too.
2. Shoes are worn on the feet, but gloves aren't.
3. Alligators don't live in the desert, and monkeys don't either.
4. An uncle is a male relative, and a nephew is too.
5. Ice is a form of water, and steam is too.
6. Elephants aren't predatory animals, and deer aren't either.
7. Kenya is an African country, and Nigeria is too.
8. Men often wear ties, but women don't.
9. Apples aren't tropical fruits, and cherries aren't either.
10. Colombia is in South America, but Canada isn't.
11. Penguins can't fly, but parrots can.
12. The United States doesn't have a royal family, but England does.

F

- This exercise also reviews auxiliary verbs after *but* and *and*.
- Read the directions and example aloud.
- Have students work in pairs to write their sentences. Ask them to write at least two sentences for each pair of pictures.
- To check answers, call on pairs to read their sentences aloud.

Answers

Answers will vary. Sample answers:

1. China is a large country, and the U.S. is too.
2. A cell phone is a form of technology, and a laptop is too.
3. A burrito is a typical Mexican food, but sushi isn't.
4. A mechanic fixes cars, but a race car driver doesn't.

Workbook

Assign pages 67–69 for review of vocabulary and grammar presented in Units 4–6.

**Additional Activity**

Play Grammar Bingo. Create a grammar bingo card for each student. The card should have four squares across and four squares down, each containing a word, phrase, or sentence that you want to practice. Include the following grammar points from Units 4–6:

- adverb clauses of reason, purpose, condition, and place
- auxiliary verbs after *but* and *and*
- paired conjunctions: *both...and*, *not only...but also*, *either...or*, *neither...nor*
- verbs + infinitives or gerunds with different meanings

Distribute the cards with chips or bits of paper to cover the squares. Call out grammar points. For example say: **Who has an adverb clause with because?** If students have a sentence containing an adverb clause with *because*, they cover it with a chip. When a student has covered four squares in a row, vertically, horizontally, or diagonally, he or she says *Bingo!* Check the card for accuracy. Continue playing with the other students or start a new game.

D. Explain what each person is saying. Use the verb in parentheses, followed by a gerund or an infinitive.

💡 Sabrina: Oh no! I think I left the oven on when I left my house. (forgot)

Sabrina thinks she forgot to turn off the oven.

1. Ahmed: I shouldn't have bought this car. It keeps breaking down. (regret)
2. Abdullah: I wish I could be at the meeting, but unfortunately I can't. (regret)
3. Tom: We got so bored of that TV show. We don't watch it anymore. (stop)
4. Allen: The election is Monday. Make sure you vote. (remember)
5. Dennis: Watching the Olympics live was incredible. I will never forget it. (remember)
6. Andrew: Jack and I were driving when we saw fireworks. We pulled over and watched them. (stop)
7. Kaya: I'm looking for a dress for the wedding. (try)
8. Jimmy: Did you look online for the tennis match schedules this weekend? (try)

E. Use the words to write sentences with **but** or **and** + an auxiliary verb.

💡 ice cream is made from milk / butter

Ice cream is made from milk, and butter is too.

1. gold is a kind of metal / silver
2. shoes are worn on the feet / gloves
3. alligators don't live in the desert / monkey
4. an uncle is a male relative / nephew
5. ice is a form of water / steam
6. elephants aren't predatory animals / deer
7. Kenya is an African country / Nigeria
8. men often wear ties / women
9. apples aren't tropical fruits / cherries
10. Colombia is in South America / Canada
11. penguins can't fly / parrots
12. The United States doesn't have a royal family / England

F. For each pair of pictures, write sentences with **but** or **and** + an auxiliary verb.

💡 The K.S.A. is in the Middle East, but the U.S. isn't.

1. The K.S.A. / the U.S.



3. a burrito / sushi



2. a cell phone / a laptop



4. a race car driver / a mechanic



2 Reading

Before Reading

1. Do you think it is easy for people to make real friends online? Why? Why not?
2. Do you text or call people you know? What kind of language do you use in each case?

The impact of a changing world on human language and communication

Recent research on the impact of online communication across cultures in Europe has revealed some very interesting findings.

Although, social networking and online communication has become the norm among young people nowadays, the formation of lasting friendships among peers appears to require face-to-face communication.

The project involved communication with partner schools in different countries. According to project participants, online communication and information exchange was effective for a period of time and undoubtedly provided the input and information needed. However, when it came to the formation of long-term friendships, they strongly felt that face-to-face communication was a key requirement; as was mobility, in other words travel to different countries.

The way one of the participants put it, "It's different to find out about each other's culture through reading, talking about it and exchanging pictures or videos, and different to actually experience it in person. It's the day-to-day things that tell you more about people and their mindset." These conclusions were reached after participants visited the countries where partner schools were located. As funding was limited, not all project participants were able to join.

All interviewees appreciated the accessible and affordable opportunities offered through technology and online communication but stressed the need for communication beyond cyberspace. Interestingly, young people nowadays take cyberspace for granted and consider more conventional, real world experiences to be more creative and rewarding. Overall, the conclusion reached pointed out that although technology "connects" people, lasting friendships require face-to-face contact to make

initial connections more meaningful. This was further confirmed by the diminishing interest and involvement of the participants that had not been able to travel.

As expected, English was used as the common medium of communication. Project participants admitted to having been intimidated and reluctant to initiate conversation due to their language "inadequacies." They soon found out that none of their peers from other countries were perfect either, but were only too willing to utilize all available resources to speak. So they quickly revised their views on language competence and stopped being over-concerned with potential "errors."

The task at hand required them to communicate with people that they had previously communicated with through email and video conferencing, under more controlled circumstances with teacher support, and time to check and edit their language. Face-to-face communication had to be spontaneous and genuine, so they were required to do their best, to listen, understand, and ask for clarification or repetition, use gestures or point to things if they could not recall words and so on. More importantly, their peers from other countries routinely resorted to the same strategies in conversation.

On occasion, when lost for words, their interlocutors would say: "text me"; this they could do without difficulty, using abbreviated language. They would then use the text message, as a basis to clarify meaning. Abbreviated language, this special kind of electronic shorthand, which often confuses older adults, is accessible to young people. In fact, it is the electronic variety of English as an international medium, and an identifying marker of generations that are natives to technology.



2 Reading

- Arrange students in small groups to discuss the **Before Reading** questions. For question 1, have them do a group survey and make a note of each student's answer.
- Elicit answers from each group and write them on the board. Ask students to compare group results and discuss the reasons why they prefer to text or call. Have students give examples of the kind of language they use.

READING STRATEGY Using prior knowledge

- Ask students to look at the pictures on pages 98 and 99 and read the title, without reading the article. Ask: **What do you see?** (people texting, using a tablet or a cellphone.) Ask: **What do the photos have in common?** (they all show examples of online/distance communication through technology)
- Ask: **Can you explain how online communication differs from other types of communication? Compare with more conventional face-to-face communication, letter writing, smoke signals etc.** Elicit answers and write notes on the board, but do not confirm or deny answers at this point.
-  Play the audio for the article. Ask students to just listen, with their books closed.
- Ask: **Did you hear any of the points/ ideas you mentioned earlier?** (yes) **Which ones?** (have students compare with their notes and say which points were mentioned) **What did you hear about friendship?** (you need to meet face-to-face to form lasting friendships) **What did you hear about culture?** (it's different to find out through experience/ the day-to-day things tell you more about people, the way they think, their values)
-  Play the audio again. Ask students to open their books and read along as they listen.
- To check students' general understanding of the reading, ask a few questions. For example:
What did the project involve? (communication among schools in different countries)
Which language was used as a common medium? (English)
What was the difference between online and face-to-face communication among project participants?
 (online communication was carried out under more controlled circumstances with support and more time

to think and edit; face-to-face communication was spontaneous and involved more strategies) (Answers will vary in detail and wording)

Explain briefly the most interesting thing you learned from this reading. (Answers will vary.)

Culture Note

Gestures are used to a greater or lesser degree, in different languages, by different cultures. When communicating with other speakers of English, it is important to find out about gestures and their meaning in the speaker's culture, to avoid a potential communication breakdown or misunderstanding.

Eye-contact among peers is important in many cultures as indicating interest, attention, active listening, involvement and sincerity. Avoiding eye contact might be interpreted as disrespectful, an indication of shyness or lack of confidence, fear or intimidation or even lack of sincerity. Business people take this into consideration when interacting with colleagues from different cultures, through an international medium.

It is advisable, however, to keep an open mind and learn about cultural norms in different contexts. What is appropriate in one context will not necessarily be acceptable in another. Consider occasions when eye contact or other features of body language, for example, might be considered disrespectful in a particular culture. Discuss your ideas in class.



Additional Activity

Elicit countries and/or cultures from the class and write them on the board. Arrange students in small groups or pairs and assign a culture or country for them to research and find information about face-to-face communication and acceptable norms, including gestures, eye-contact etc.

Have groups or pairs present their findings in your next class.

After Reading

A

- Read aloud the vocabulary words in the box. Ask students to repeat for proper pronunciation.
- Tell students to find and underline each word in the reading. Have them study the context of each word carefully to guess at its meaning.
- Have students work individually to complete each sentence with one of the words. Then have them compare answers with a partner.
- Call on volunteers to read their completed sentences aloud.
- As an extension, ask students to identify the part of speech of each word as it is used in the reading and in the sentences. (*diminishing* - adjective/gerund, *norm* - noun, *intimidated* - adjective/past participle, *utilize* - verb, *acronym* - noun, *abbreviated* - adjective/past participle).

Answers

1. diminishing
2. norm
3. intimidated
4. utilize
5. acronym
6. interlocutor
7. abbreviated
8. overrated

B

- Have students work with a partner to ask and answer the questions.
- Check answers by having pairs report their answers to the class. Have them support their answers by referring back to the parts of the reading with the correct information.

Answers

Answers will vary. Sample answers:

1. Although young people communicate online, face-to-face communication is still very important for the formation of lasting friendships.
2. Project participants believed that face-to-face communication and mobility were requirements for the formation of long-term friendships.
3. Participants who travelled were more highly motivated, interested and enthusiastic and had the opportunity to experience different cultures in person. Those who didn't, gradually lost interest.

4. They felt intimidated because they didn't think their language was adequate. They were worried about making mistakes and did not feel confident about using language spontaneously, without support.
5. The need for a quick and efficient way of communicating online contributed to the development of "texting" language.
6. High school students believe that context and circumstances determine the type of communication and type of language used. Although pleased to be able to message efficiently and effectively they were keen to develop the language and skills required in different contexts.

Discussion

- Arrange students in groups to discuss the questions. Assign one student in each group the role of reporter.
- As a follow-up, call on a few volunteers to share their group's answer to each question.

Workbook

Assign pages 70–71 for additional writing practice at word and sentence level.

The context and means of communication do have an immediate impact on the type of language used. The need for speedy and highly economical messaging has fostered the development and evolution of "texting" language. Abbreviated language is regarded as a type of 'slang', categorizing it as a substandard variety of language. On the other hand, some analysts attest to the fact that it indicates high intelligence and speed of processing that should not be overlooked.

According to Professor Crystal, "text-speak", the combination of vowel-free abbreviations and acronyms, "has definitely been overhyped" and does not qualify as a new language.

When these issues were addressed in a focus group with high school students who had participated in the multicultural project, they were ready with clear and highly articulate answers. They agreed that context and circumstances impose the need for changes in communication and therefore the type of language used. They were pleased to be able to use abbreviated language in texting and messaging effectively and efficiently. However, they pointed out that they would very much like to develop their language and communication skills further in order to be able to operate in a different range of contexts. As one of the interviewees put it, "It wouldn't be a good idea to use abbreviated language in term papers when I get to university!"

After Reading

A. Complete the sentences with the words from the box.

norm	diminishing	utilize	interlocutor
abbreviated	intimidated	acronym	overrated

1. The disappointing results of the experiment were, unfortunately, caused by the researcher's _____ enthusiasm and interest.
2. Unfortunately, consuming too much fast food is the _____ among young people, these days, not the exception.
3. Although he had spent days preparing his presentation, he got so _____ by the audience that he could hardly say a word.
4. You should not give up when you run into difficulties. Instead, you should _____ all your skills and experience to deal with them.
5. UAE is an _____. It stands for United Arab Emirates.
6. A good communicator always tries to facilitate his _____.
7. Young people use _____ language in texting.
8. People used to think that computers were vastly _____ as a home appliance.

B. Answer the questions.

1. What were the conclusions of research on the impact of online communication across cultures?
2. What did the project participants believe about lasting friendships?
3. What was the main difference between participants who travelled to different countries and those who didn't?
4. How did the project participants feel about their language competence to begin with? Why?
5. Which factors fostered the development of "texting" language?
6. What did high school students believe about different types of language? Why?

Discussion

1. Do you think abbreviated, "text-speak" qualifies as a new language? Why? Why not?
2. Do you think technology has had a positive or negative impact on language and communication? Give reasons.



3 Language Plus

Read the definitions of these idioms. Then complete each sentence with the correct idiom.

break into a cold sweat = feel very anxious about something

root for someone = support and encourage a contestant or team by cheering

throw caution to the wind = take an unnecessary risk

The third time's the charm. = The third time you try to do something, it will work.



1. Every time I go to the dentist, I _____.
2. Finally! This cake is perfect. _____.
3. I was lucky not to get hurt last time I jumped. I don't want to _____ by jumping again.
4. I hope you win. I will _____.

4 Writing

Tools for Writing: Run-on Sentences

A *run-on sentence* is a sentence with two or more independent clauses that are incorrectly placed together without any punctuation or a coordinating conjunction.

Incorrect: *You look in the cafeteria I'll look in the auditorium.*

Run-on sentences can be avoided by using a period to separate the clauses into two separate sentences, or by adding a coordinating conjunction after a comma.

Correct: *You look in the cafeteria. I'll look in the auditorium.*

Correct: *You look in the cafeteria, and I'll look in the auditorium.*

Correct each run-on sentence in two different ways.

1. The weather has been great it has been warm.
2. She can't make it she has other plans.
3. He's tired he doesn't want to stay out late.
4. I understood the lesson I can help you.

3 Language Plus

- Ask students to read the definitions of the idioms silently.
- Focus students' attention on the cartoons and the sentences below them. Tell students to match up each cartoon with the sentence that describes it. Then have students fill in the blanks with the idioms.
- Call on students to read aloud the completed sentences and say which cartoon illustrates each sentence. Ask students to explain each idiom as it is shown in the cartoon. For example, ask: **How do you know that picture 1 illustrates the idiom Break into a cold sweat?** (It shows a patient getting ready to go to the dentist's surgery.)

Ask: **How do you know that picture 2 illustrates the idiom The third time's the charm?** (It shows a woman who has baked two cakes that didn't come out very well, and a third one that looks perfect.)

Ask: **How do you know that picture 3 illustrates the idiom Throw caution to the wind?** (Skydiving is a dangerous and risky sport.)

Ask: **How do you know that picture 4 illustrates the idiom Root for someone?** (The man is hoping that his friend will win the award.)

Answers

1. break into a cold sweat.
2. The third time's the charm.
3. throw caution to the wind
4. root for you.

4 Writing

Tools for Writing: Run-on Sentences

- Ask students to read the explanation and examples silently. Write the following sentence on the board:

I need the textbook today I can lend it to you tomorrow.

Ask: **Is this sentence correct?** (no) Ask: **What is wrong with it?** Elicit that it contains two independent clauses, so it is a run-on sentence. Ask: **How can I correct this sentence?** Elicit that the two independent clauses should be broken into two separate sentences, or joined together with a coordinating conjunction. Ask two volunteers to come to the board to write the corrected sentences:

I need the textbook today. I can lend it to you tomorrow.

I need the textbook today, but I can lend it to you tomorrow.

- Have students work individually to correct each run-on sentence, and then compare answers with a partner.

Language Builder

Elicit or provide students with this list of coordinating conjunctions: *for, and, nor, but, or, so, yet.*

Answers

Answers will vary. Sample answers:

1. The weather has been great. It has been warm. / The weather has been great, and it has been warm.
2. She can't make it. She has other plans. / She can't make it, for she has other plans.
3. He's tired. He doesn't want to stay out late. / He's tired, so he doesn't want to stay out late.
4. I understood the lesson. I can help you. / I understood the lesson, and I can help you.

Writing Prompt

- Read aloud the Writing Prompt.

Developing Your Writing

- Focus students' attention on the box *Developing Your Writing: Outlining an Essay*. Ask students to read the explanation and sample outline silently.
- Ask: **Who has created an outline like this one before?** Remind students that they practiced outlining as a reading strategy in Unit 1. Find out how comfortable students are with creating outlines and tailor the amount of instruction provided to meet their needs.
- Explain that the sample outline is an outline of an essay about tales about animals, similar to the one that they will write.
- Elicit or explain that the Roman numerals in the outline refer to sections or paragraphs of the essay. Roman numeral **I** contains information about what will be included in the introductory paragraph. There are two points that the writer will make in the introduction. These are **IA** and **IB**. Roman numeral **II** contains information about the body of the essay. The writer will include the main points listed in **IIA** and **IIB** in that order. Roman numeral **III** refers to the concluding paragraph.
- Have a student read aloud the beginning of the sample essay *Animal Tales in American Culture*. Ask: **Does this introduction include the main points listed in the outline?** (yes)

Write Your Essay

- Direct students back to Write Your Essay. Call on a student to read aloud step 1. As a class, discuss the questions. Elicit and have a student write on the board the most common animal tales in their culture.
- Have student read aloud steps 2–4. Ask students to draw a note-taking chart in their notebooks like the one in the book. Tell them to each write two or three animal tales in the first column that they are interested in researching. Tell them that they will fill in the second column of the chart with notes they take as they do their research. Ask students to research outside of class and complete their charts.

- In class, have students create outlines of their essay, using the notes from their charts. Have students exchange their outlines with a partner and discuss them, asking and answering questions about what their essay will be about.
- Have students work individually to write a draft of their essay. Then they exchange drafts with their partner and comment on each other's essays.
- Finally, students reread their essays and revise them. Tell them to check to see if they used any of the grammar points from Units 4, 5, and 6. Write these points on the board for reference:

adverb clauses of reason, purpose, condition, and place

auxiliary verbs after *but* and *and*

paired conjunctions: *both...and*, *not only...but also*, *either...or*, *neither...nor*

verbs + infinitives or gerunds with different meanings

If not, have them try to include at least two or three different grammar points from the units as they revise the essay. They don't have to use them all. Students might do this as homework.

- Collect students' essays and outlines together for assessment.



Teaching Tip

It is important for students to read models of good essays to help them improve their own writing. Before assigning a writing task, distribute copies of a well-written essay for students to read. Explain what you like about the essay and what aspects of the essay you would like them to model.

Alternatively, before students write, give them an example of both a good essay and a bad essay for them to critique and compare. Use essays that you have written yourself or anonymous essays from other students.

Workbook

Assign page 72 for additional writing practice above word and sentence level.

Writing Prompt

Write an essay about tales involving animals in your culture. Include grammar points from Units 4, 5, and 6.

Write Your Essay

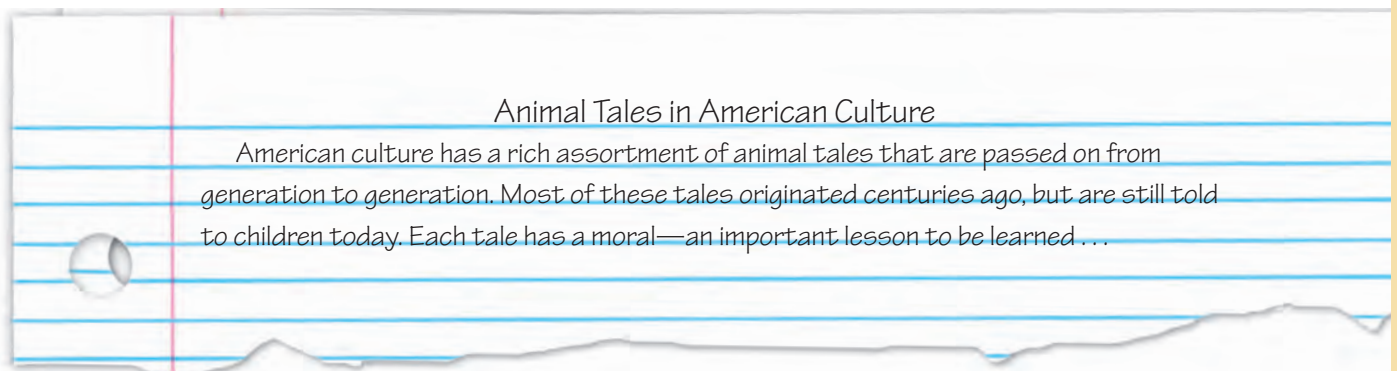
1. Think about the following questions: Where did the tale originate? What is the significance of the tale? Is there a moral?
2. Use a chart to organize your ideas. In the first column, write two or three tales about animals that you are interested in learning more about. Research these tales. Then write notes about the origin of each in the second column. Use these notes when you write your essay.
3. Write an outline for your essay, and then write a draft.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Animal Tale	Origin of the Tale

Developing Your Writing: Outlining an Essay

Writers use outlines to help them organize their thoughts before they begin writing. Outlines show the order in which topics will be introduced. They also include categories and subcategories to show the relationship between the different parts of the essay. Outlines are usually arranged from general points to more specific points. Outlines are also usually arranged by a system of numbers and letters, as in the example below.

- I. Introduction
 - A. There are numerous tales about animals in American culture.
 - B. These tales often teach an important lesson/moral.
- II. Body
 - A. First tale: *The Tortoise and the Hare*
 - 1. origins of the tale
 - 2. significance/moral of the tale
 - B. Second tale: *The Lion and the Mouse*
 - 1. origins of the tale
 - 2. significance/moral of the tale
- III. Conclusion



1 Two Is Better Than One

VOCABULARY

Nouns

aggression	leftovers	tentacles
companions	operation	unification
contentment	pediatric	
(moral) fiber	surgeon	
deficiencies	predators	
elements	radioactivity	
grief	struggle	
intellect	symbiosis	

Verbs

chuckle	flee
compensate	honor
employ	reject
exile	swoop

Adjectives

acute
conjoined
devoted
fearsome
flustered
grieving
invaluable
legendary
pregnant
symbiotic
unified

EXPRESSIONS

Negotiating

How about if I...and you...?
I think it would be fair if...
I'm sure we can work this out.
OK, I'll agree to...if you will...
Would you (be willing to)...if I...?

Real Talk

No sweat.
Not my cup of tea.
on the same wavelength

2 Rags to Riches

VOCABULARY

Nouns

asset	inventory
charity	obscurity
dispute	phenomenon
endowment	philanthropist
founder	poverty
foresight	reputation
hurdle	wealth

Verbs

assemble
compile
comply with
dismantle
excel
implement
prosper
resign

Adjectives

formal	prominent
impoverished	reasonable
materialistic	renowned
overwhelming	rural

Adverb

enormously

EXPRESSIONS

Discussing options

At the same time,...	On the other hand,...
But then again,...	The alternative would be to...
I could always...	What would you think about...?

Real Talk

cash	go (around) in circles
don't mind	put (something)
drive someone crazy	aside for a rainy day
get cold feet	

3 What Will They Think of Next?

VOCABULARY

Nouns

acrobatics expectancy
biodiversity gravity
biosphere industry
chain orbit
circuits rank
conscience sanitation
demolition

Verbs

adopt optimize
compete preserve
determine simulate
estimate span
gaze substitute
generate transport
invest

Adjectives

commonplace
condensed
cushioned
lucrative
obsolete
reusable
rigorous
steep

Adverbs of degree

amazingly
extensively
incredibly
mainly

EXPRESSIONS

Persuading

(I'm sure) if you just give it a try, you'll find that...
Look at it this way...
One of the advantages is...
One reason you should consider...
Trust me on this...
What's great about this is...

Real Talk

check out
ditch
go with the flow
hoopla
lugging

EXPANSION Units 1–3

VOCABULARY

Nouns

capabilities life form radio waves
diameter limitations shortcomings
galaxy radio telescope

Verbs

confirm
detect
monitor

Adjectives

discouraged
entire
extraterrestrial
optimistic
vast

Adverb

unintentionally

EXPRESSIONS

Idioms

be in another world
be on top of the world
be worlds apart
carry the weight of the world on (one's) shoulders
The world is (one's) oyster.
Where in the world...?

4 The World of TV

VOCABULARY

Nouns

ally
defect
delusion
ease
formula
gadgets
intrigue

magnifying
glass
melodrama
obstacle
throne
villain

Verbs

captivate
capture
confront
reclaim
triumph

Adjectives

abrupt
altered
animated
carefree
cold-blooded
crucial
enduring
epic
essential
evil

evolutionary
exotic
formulaic
idiosyncratic
phenomenal
prestigious
prominent
superhuman
untimely

Adverbs

eagerly
ironically
tremendously

EXPRESSIONS

Agreeing

I agree completely.
I couldn't agree more.
You're absolutely right.
You're right about *that*.

Disagreeing

(I'm sorry but) I don't agree (with you).
I see it differently.
I totally disagree.
(I'm afraid) I don't really agree.
I'm not so sure about that.
You *must* be joking.

Real Talk

a dime a dozen
doze off
hard to swallow
just

5 Do You Really Need It?

VOCABULARY

Nouns

brand
consumer
formula
implement
logo
trait

Verbs

admire
authenticate
covet
expose
imprint
intend
promote

Adjectives

artificial
dull
cursive
exclusive
frustrating

obsolete
outlandish
revolutionary
sophisticated
unconventional

Adverbs

dramatically
similarly
spontaneously
virtually

EXPRESSIONS

Advising against something

Are you sure you want to do that?
I don't think that's a good idea.
I wouldn't do that if I were you.
I'm afraid you're going to regret it if you...
You should think carefully before you...

Real Talk

beat it
blow
broke
max out

6 The Gender Divide

VOCABULARY

Nouns

anxiety	intensity
capacity	recovery
content	reflex
gender	species
impact	stereotype
intuition	temperament

Verbs

convey
encounter
witness

Adjectives

countless	repetitive
feminine	restless
intimate	rich
literal	significant
masculine	tedious
non-verbal	verbal

EXPRESSIONS

Asking for directions

Am I headed in the right direction?
Can you tell me how to get to...?
I'm looking for...

Giving directions

Go straight on...until you get to a...
If you see a...you've gone too far.
Keep going until you come to a (crosswalk/set of traffic lights).
Take a left/right after the (first, second, etc.) set of traffic lights.
When you get to...you'll see a...

Real Talk

for ages
know (something) like the back of
my hand
make a big deal about
over
You can say that again.

EXPANSION Units 4–6

VOCABULARY

Nouns

acronym	mobility
impact	norm
interlocutor	peer
mindset	

Verbs

utilize
overhype

Adjectives

abbreviated
affordable
diminishing
intimidated
overrated
potential

EXPRESSIONS

Idioms

break into a cold sweat
root for someone
The third time's the charm.
throw caution to the wind

Irregular Verbs

Base Form	Simple Past	Past Participle
be	was/were	been
become	became	become
break	broke	broken
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

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MEGAGOAL 5 Audio Track List

CD1

Track	Unit	Student Book Section	
2	Intro	1	Listen and Discuss
3	Intro	3	Conversation
4	Intro	4	Speaking
5	Unit 1	1	Listen and Discuss
6	Unit 1	4	Conversation
7	Unit 1	5	Listening
8	Unit 1	6	Pronunciation
9	Unit 1	8	Reading
10	Unit 1	10	Writing
11	Unit 2	1	Listen and Discuss
12	Unit 2	4	Conversation
13	Unit 2	5	Listening
14	Unit 2	6	Pronunciation
15	Unit 2	8	Reading
16	Unit 2	10	Writing
17	Unit 3	1	Listen and Discuss
18	Unit 3	4	Conversation
19	Unit 3	5	Listening
20	Unit 3	6	Pronunciation
21	Unit 3	8	Reading
22	Unit 3	10	Writing
23	EXPANSION Units 1–3	2	Reading

CD2

2	Unit 4	1	Listen and Discuss
3	Unit 4	4	Conversation
4	Unit 4	5	Listening
5	Unit 4	6	Pronunciation
6	Unit 4	8	Reading
7	Unit 4	10	Writing
8	Unit 5	1	Listen and Discuss
9	Unit 5	4	Conversation
10	Unit 5	5	Listening
11	Unit 5	6	Pronunciation
12	Unit 5	8	Reading
13	Unit 5	10	Writing
14	Unit 6	1	Listen and Discuss
15	Unit 6	4	Conversation
16	Unit 6	5	Listening
17	Unit 6	6	Pronunciation
18	Unit 6	8	Reading
19	Unit 6	10	Writing
20	EXPANSION Units 4–6	2	Reading

Key to Phonetic Symbols

Vowels		Consonants	
Symbol	Sample Word	Symbol	Sample Word
/iː/	week	/b/	bike
/ɪ/	gift	/p/	pool
/ɛ/	bed	/g/	give
/æ/	bad	/k/	car
/ɑ/	father, box	/d/	day
/ə/	month, bus	/t/	ten
/ɔ/	small, door	/z/	zero
/u/	room	/s/	son
/ʊ/	book	/ʃ/	shoe
/eɪ/	name	/dʒ/	just, garage
/aɪ/	line	/ʒ/	television
/ɔɪ/	boy	/tʃ/	check
/aʊ/	town	/v/	very
/oʊ/	old	/f/	fine
/ɜr/	first	/w/	wife
		/y/	yard
		/h/	here
		/ð/	this
		/θ/	thousand
		/m/	map
		/n/	now
		/ŋ/	ring
		/l/	left
		/r/	right

1 Photocopiable Activities

Exercise 1

1. another
2. others
3. other
4. others
5. another
6. other
7. others
8. another
9. other
10. others/other

Exercise 2

1. do 2. did 3. did 4. did 5. do

Exercise 3

Answers will vary. Sample answers:

1. I've got another idea that's a lot better.
2. ... to buy another one.
3. ... is another one/Arab name
4. ...; others have problems as well/too.
5. ..., another thing is to make sure you don't miss any classes.
6. ...; I've lost other books before.
7. ..., others need to print everything before they can read.
8. ..., the other flight is due to depart an hour later.

Exercise 4

1. devoted,
2. grieving
3. compensate
4. deficiencies,
5. invaluable
6. predators
7. fearsome

Exercise 5

Answers will vary.

2 Photocopiable Activities

Exercise 1

1. used to 2. used to 3. used to 4. would 5. would,
6. would 7. would 8. would 9. would/used to 10. used to/ would

Answers will vary on paragraph writing.

Exercise 2

1. used to
2. are used to it
3. am used to
4. is used to
5. am used to
6. used to
7. used to
8. am not used to

Exercise 3

1. was going to call
2. were going to meet/ would meet
3. had changed
4. was going to apply
5. heard
6. were going to fly /would fly
7. would
8. were going to drive

Exercise 4

	potential	sector	airline	venture	stake	skill	cause	prospects
short-haul			✓					
viable		✓		✓			✓	✓
large		✓	✓		✓			
high-risk		✓		✓			✓	
entrepreneurial		✓				✓		
business	✓	✓		✓	✓			✓
humanitarian		✓					✓	
career	✓	✓						✓

Sentences will vary.

Exercise 5

Answers will vary. Sample answers.

1. I used to spend a lot of time with my grandparents.
2. I would have more time to do what I wanted.
3. even busier than I used to be.
4. perfectly capable of looking after myself.
5. were going to spend a few days in New York?

3 Photocopiable Activities

Exercise 1

1. By 2020, Robert will have completed his training and gotten his certificate.
2. By 2022, he'll have been employed as a commercial pilot.
3. By 2024, he'll have gotten married and he'll have had a child.
4. By 2025, he'll have bought a house and he'll have been flying for five years.
5. By 2029, he'll have been flying to USA and Japan for four years.
6. By 2027, he'll have resigned and started his own business.
7. By 2030, he'll have expanded his business.
8. By 2030, he'll have been running his own business for three years and will have become a millionaire.

Exercise 2

1. will be flying
2. 'll call / get
3. will be sleeping
4. 'll leave / finish
5. will issue/ receive
6. will leave
7. will / leaves
8. drives or will drive

Exercise 3

Answers will vary. Sample answers:

1. we'll have lived there for 9 years.
2. will have finished/ written the whole essay.
3. I will have spent 800 in two hours.
4. they will have been driving it for 9 years
5. he'll have been working at the bank for 11 months.
6. we'll have been emailing customers for 5 hours.

Exercise 4

1. lucrative
2. estimated
3. steep
4. commonplace
5. chains
6. Rigorous
7. extensively
8. determined

Exercise 5

Answers will vary.

4 Photocopiable Activities

Exercise 1

1. /so / c. I promise to help you with the assignment so you can submit it tomorrow.
2. / so / g. She's determined to lose weight so she's going on a diet.
3. / so OR and/ i. They invested in a high risk sector so/and they might not make a profit.
4. / but / j. The plane was hit by lightning but it landed safely.
5. / but / b. I asked him for his help but he refuses to speak to me.
6. / or / d. You can edit your paper or ask someone else to edit it.
7. / so/ e. They've made us wait every single time, so I am not going to rush to get there early.
8. / but/ f. He likes his new job but he misses the people he used to work with.
9. / but / a. They're highly skilled professionals but they have very little self-confidence/.
10. / so / h. His car broke down in the middle of the desert so he decided to replace it as soon as possible.

Exercise 2

Answers will vary. Sample answers

1. He is neither clever nor successful, but he is a nice person.
2. She either takes the bus or the metro to get to work.
3. They have neither replied to our email nor made any attempt to call us.
4. It is not only expensive, it is also very difficult to maintain.
5. Both Fred and Kevin are determined to travel before they go to college.
6. Neither her friend nor her sister knew about the problem.
7. She has both a computer and an ipad and she is still unhappy.
8. Both the flight attendants and the pilot sounded quite stressed.

Exercise 3

1. phenomenal
2. altered
3. delusions
4. crucial
5. confronts
6. defects
7. aspirations
8. deteriorate

Exercise 4

- 1
 - adventure and/or action films
 - science fiction or animated films
 - westerns
 - animated films
 - biopics
 - documentaries
 - epics

Answers will vary for questions 2, 3 and 4.

Photocopiable Activities 5 Answer Key

5 Photocopiable Activities

Exercise 1

1. since
2. even if
3. in order to
4. Now that
5. because of
6. so that
7. if
8. unless

Exercise 2

1. We should call and ask for directions since we don't know the area.
2. You might be late unless you leave home ahead of time./ You'll be late if you don't leave home ahead of time.
3. They need to do well on the test if they want to get high grades.
4. You can't call people unless you feel like talking to them. / If you don't feel like talking to people, you can't call them.
5. The game will be cancelled if the temperature drops below zero. / The game won't be cancelled unless the temperature drops below zero.
6. I'll let you have my cell phone if you need it./ I won't let you have my cell phone unless you need it.
7. We'll go on a picnic unless it's too hot. / We won't go on a picnic if it's too hot.
8. I'll put the books away unless you need them. / If you don't need the books, I'll put them away.

Exercise 3

Answers will vary. Sample answers:

1. Unless you are careful, you'll make mistakes.
2. Whenever I think of winter, I remember the winter Olympics in Norway.
3. I've not been able to find my ring; I've searched everywhere you can think of.
4. There will still be a lot of people standing even if you give up your seat.
5. It's impossible to get into the archives unless you know the right people.
6. They'll offer him a job on a trial basis only if he is willing to work hard.

7. Now that she has won the writing award she refuses to speak to us.
8. The flight was cancelled because of the weather.

Exercise 4

1. Outlandish
2. consumers
3. Unconventional
4. effective
5. spontaneously
6. second
7. emotions
8. intellect

Exercise 5

Answers will vary.

6 Photocopiable Activities

Exercise 1

1. We've stopped receiving letters./ We stopped receiving letters.
2. We had been driving for at least three hours, so we stopped to have lunch.
3. I tried reaching her but failed/ didn't manage to/ I tried getting in touch with her but couldn't reach her.
4. I can't remember paying for the sandwiches.
5. I regret inviting him.
6. Remember to water the plants while I'm away.
7. We've stopped watching television; we use our computers instead.
8. He's forgotten calling/ He forgot calling yesterday. / He forgot having called yesterday.

Exercise 2

1. The window pane needs to be replaced.
2. Being told how to do things all the time can be demoralizing.
3. I remember being helped (to get up) after the fall.
4. The computer should be upgraded.
5. They expect to be paid by the end of the month.
6. The books must be placed on the shelves.
7. The air-conditioning units need to be checked regularly.
8. He expects to be driven everywhere..

Exercise 3

1. haven't
2. do
3. didn't
4. don't
5. isn't
6. do
7. don't
8. aren't

Exercise 4

1. tedious
 2. temperament
 3. stereotype
 4. capacity
 5. anxiety
 6. restless
 7. intensity
 8. convey
- Sentences will vary.*

Exercise 8

Answers (students own answers) can vary.

1. True according to the text. See paragraph 3.
2. True according to the text. See paragraph 4.
3. True according to the text. See paragraph 4.
4. True according to the text. See paragraph 5.
5. True according to the text. See paragraph 5.
6. True according to the text. See paragraph 6.

1 Two is Better Than One

Page 1

A

1. legendary 4. unification 7. grieving
2. devoted 5. fled
3. independence 6. laboratory

B

1. unification 4. compensate 7. predators
2. legendary 5. grieving
3. fled 6. exiled

Page 2

C

1. pronoun 4. adjective 7. adjective
2. adjective 5. adjective 8. pronoun
3. pronoun 6. pronoun

D

1. another, another 4. other
2. another, others 5. another
3. other, another 6. others

Page 3

E

1. He **does** eat shrimp.
2. It **did** rain in New York yesterday.
3. I **do** feel sick.
4. They **did** come to school last week.
5. Susan **does** live in Los Angeles.
6. You **do** need to come with me.
7. The little bird **did** follow us home.
8. We **do** have that game.
9. They **do** like to take expensive vacations.
10. Fahd **does** work very hard.

F

1. I ~~do~~ **did** go to school yesterday.
2. These jeans are uncomfortable. I think I'll wear ~~other~~ **others**.
3. Faisal is going to the party with ~~others~~ **other** people.
4. Bob does ~~wants~~ **want** to eat dinner with us.
5. I think I'll buy another ~~books~~ **book**. This one is boring.
6. This ball is bad. Do you have ~~another~~ **another**?
7. She ~~do~~ **does** have a class right now.
8. Some people agree with me. ~~Other~~ **Others** don't.
9. They did ~~went~~ **go** to the game last night.
10. Did Asma get another ~~computers~~ **computer**? She already had two!

Page 4

G

Answers will vary. Sample answers:

1. **A:** Would you like another cookie?
B: No, thanks.
A: Don't you like them?
B: I do like them, but I'm full!
2. **A:** I can't believe you didn't do the homework for class today!
B: I did do it, but I couldn't find it.
A: Where do you think you left it?
B: Probably in my other bag.
3. **A:** OK, guys, you must not want to win!
B: We do want to win, Coach!
A: Well then, you had better get another touchdown!

H

1. divide up 4. not my cup of tea
2. I think it would be fair 5. No sweat
3. Would you be willing to 6. on the same wavelength

Page 5

I

1. false 3. false
2. false 4. true

Page 6

J

1. Because they feel that there cannot be clear boundaries between friendship and work, and things can go wrong if there is disagreement.
2. Because there is a real relationship and a sense of loyalty and willingness to share.
3. Self-confidence, an awareness of one's strengths and weaknesses as well as feeling of confidence about abilities.
4. You should discuss responsibilities beforehand, agree on details and put everything on paper. Also you need to find out if your friends respect you as much as you respect them.
5. Answers will vary.

Page 7

K

Answer will vary. Sample answer:

Other: shows industrial city and industrial plants, **other** cities are not as polluted as this,
others: most people probably work in factories, **others** work in offices and shops nearby
another: most are factory workers, difficult to find **another** job
each other: densely populated, people live very close to **each other**

1. Industrial plants make this city very polluted. Other cities are not as polluted as this.
2. Most local people probably work at the factories. Others probably work in shops and offices nearby.
3. It is difficult to find another kind of job in a city like this one.

Page 8

L

Answer will vary.

Page 9

M

- | | |
|---------------------|--------------------------------|
| 1. are setting up | 14. Do you believe |
| 2. are trying | 15. helps |
| 3. are waiting | 16. have |
| 4. they are | 17. spend |
| 5. are | 18. is constantly interrupting |
| 6. are things going | 19. am speaking |
| 7. Is the business | 20. opens |
| 8. is | 21. arrives |
| 9. have | 22. do you have |
| 10. assists | 23. are thinking |
| 11. you go | 24. appears |
| 12. is | 25. requires |
| 13. seems | 26. is |

Page 10

N

Archaeological

history
culture
antiques
pottery

jewelry
exhibitions
ruins

Technological

space
robots
science
seminars
3-D digital cinema for scientific documentaries
educational books

National

antiques
manuscripts
documents
state-of-the-art
informative exhibits
interactive displays

O

- | | |
|--------------------|-----------------|
| 1. extremely | 7. absolutely |
| 2. really | 8. quite/really |
| 3. absolutely | 9. very/quite |
| 4. extremely | 10. really |
| 5. quite | 11. absolutely |
| 6. quite/extremely | |

P

Students' own answers

2 Rags to Riches

Page 11

A

- | | | | |
|------|------|------|------|
| 1. d | 3. a | 5. b | 7. e |
| 2. g | 4. h | 6. c | 8. f |

B

Answers will vary.

Page 12

C

- | | |
|--------------------|-----------------------------|
| 1. used to | 6. would / used to |
| 2. would / used to | 7. is used to |
| 3. used to | 8. wouldn't / didn't use to |
| 4. was used to | 9. would / used to |
| 5. would / used to | 10. am used to |

D

Answers will vary. Sample answers:

- | | |
|----------------------------------|-------------------------------------|
| 1. live in London | 6. sandstorms |
| 2. waking up early | 7. give us candy as prizes |
| 3. buy everything at the market | 8. long classes |
| 4. walking to work | 9. go to sleep without a nightlight |
| 5. have paved roads 60 years ago | 10. drive a car |

Page 13

E

Answers will vary. Sample answers:

1. **A:** What did you buy at the store?
B: Bread and cheese.
A: I thought we were going to have chicken for dinner.
B: We were, but I changed my mind.

2. **A:** Where are you?
B: Still at home.
A: I thought you were going to come over.
B: I was going to call you. I don't feel well.
3. **A:** What did you get on the pizza?
B: Vegetables.
A: I thought we were going to have pepperoni.
B: Sorry. The vegetables taste better!
4. **A:** How did you get here?
B: I was going to walk, but then it started raining, so I took the bus.
A: Oh. I was going to give you a ride, but you didn't answer your phone.
B: You called me? I didn't hear my phone!

Page 14

F

- I ~~would~~ **used to** know her name, but now I can't remember it.
- They are used to ~~live~~ **living** in a small place.
- I ~~were~~ **was** going to call her, but she called me first.
- They aren't ~~use~~ **used** to the cold weather, because they come from a warm climate.
- When he was a child, he would ~~studies~~ **study** very hard.
- Bill has lost a lot of weight. He didn't ~~used~~ **use** to be thin.
- I knew the radio wasn't going **to** work.

G

- drives me crazy
- go around in circles
- cash
- don't mind
- got cold feet
- put it aside for a rainy day

Page 15

H

Answers will vary. Sample answers:

	Ali	Yusef	Eun
Goal	to become a doctor in the U.S.	to play on the Somali National Basketball team	to become a football player
Step 1	study hard	save money to buy shoes	practice everyday
Step 2	learn English	play on Somali Youth Basketball League	try to join the Seoul Junior Football League

Step 3	get a scholarship to study in the U.S.	get a scholarship to play on a university team	get a scholarship to the National Sports Academy
---------------	--	--	--

Page 16

I

- fireman
- blazing
- put out
- obsessed
- amazing
- lay my hands on
- industrial design
- win me over
- explicable
- change of heart
- come to this decision
- acclaim

1.

- At three he wanted to be a fireman.
 - Between the ages of four and six he kept changing his mind and going from wanting to become a farmer to wanting to become a pilot and then back to becoming a fireman.
 - At seven his mind was set on becoming an astronaut and a space scientist.
 - At seventeen he chose to become an industrial designer.
2. Because he had spent years, up to that point being obsessed by space and everyone expected him to pursue a related career. So they were worried that someone might have discouraged him from pursuing his life's dream.

Page 17

J

Answers will vary. Sample answers:

Action words (verbs): sitting, reading aloud, telling about, laughing, smiling, studying, sitting, texting, watching, concentrating, comparing, holding, dictating, abbreviating.

- The two young men were going to call some of their friends when they decided that it would be better to text them.
- One of them used to write long emails but avoided texting while the other one is quite used to texting people, so he can abbreviate very quickly and effectively.
- When they were boys, they didn't have smartphones and they would write their friends letters instead.

Page 18

K

Answers will vary.

Page 19

L

1. My cousin has bought a house in Riyadh.
2. Samir has begun to study economics at college.
3. We have been shopping at the mall.
4. My parents have lived in Mecca for all their lives.

M

1. He has used his new laptop since Monday. ; He has used his new laptop for four days.
2. They have studied English since sixth grade.; They have studied English for three years.
3. They have had/owned their restaurant since I was three years old.; They have had/owned their restaurant for thirteen years.

N

1. How long have they lived in Jeddah?
2. How long has she worked in this school?
3. How long has Omar owned the supermarket?
4. How long has Tariq been a taxi driver?
5. How long have you studied English?

Page 20

O

- | | | |
|-----------|----------|-------------|
| 1. ever | 3. twice | 5. already |
| 2. so far | 4. yet | 6. recently |

P

1. We have made a donation to charity. ; We made a donation to charity last Friday morning.
2. Frank and James have gone sightseeing in China. ; They went sightseeing during his vacation in 2012
3. I have bought many books online. ; I bought several many books online this past year.
4. Our teacher, Mr. Simpson, has studied Arabic at evening classes. He studied Arabic at evening classes five years ago.

Q

1. Have you ever made a donation to charity?; When did you make a donation to charity?
2. Have Frank and James ever gone sightseeing in China?; When did they go sightseeing in China?
3. Have you ever bought books online?; When did you buy books online?
4. Has your teacher, Mr. Simpson, ever studied Arabic?; When did he study Arabic?

3 What Will They Think of Next?

Page 21

A

- | | | |
|---------------------|----------------------|----------------------|
| 1. <u>circuits</u> | 4. <u>rank</u> | 7. <u>sanitation</u> |
| 2. <u>span</u> | 5. <u>determined</u> | |
| 3. <u>condensed</u> | 6. <u>expectancy</u> | |

B

- | | | |
|---------------|---------------|----------------|
| 1. circuits | 4. condensed | 7. extensively |
| 2. sanitation | 5. determined | |
| 3. rank | 6. expectancy | |

Page 22

C

- | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|
| 1. 1 st / 2 nd | 4. 1 st / 2 nd | 7. 2 nd / 1 st |
| 2. 2 nd / 1 st | 5. 2 nd / 1 st | 8. 2 nd / 1 st |
| 3. 2 nd / 1 st | 6. 1 st / 2 nd | 9. 1 st / 2 nd |

D

- | | |
|---------------------------|---------------------------|
| 1. will have released | 6. will have been waiting |
| 2. will have turned | 7. will have ended |
| 3. will have gone | 8. will have finished |
| 4. will have been working | 9. will have become |
| 5. will have gone | 10. will have been living |

Page 23

E

Answers will vary. Sample answers:

- | | |
|-------------------------|------------------|
| 1. when / after / since | 4. while / after |
| 2. When | 5. until |
| 3. since | 6. Before / When |

F

Answers will vary. Sample answers:

1. By the time space travel becomes affordable, I will have gotten too old to go!
2. He will turn off his computer after he's done working.
3. By 2030, they will have replaced smartphones with something even better.
4. They have just started building the new city rail network. By 2030, it will have been in use for at least 5 years.
5. The Olympics will have gone all around the world by the end of the century.
6. By 2020 newspapers will have all gone online and stopped printing.

Page 24

G

1. we will have finished unit 4
2. will have assigned us homework
3. will have finished this exercise
4. I move to the next level
5. I will have started my studies
6. my parents will have bought me a new computer
7. by 11 p.m.
8. I will have gone home
9. I will be very happy
10. by the time I have grandchildren

H

1. check out
2. lugging
3. go with the flow
4. trust me on this
5. ditch
6. hoopla

Page 25

I

1. false
2. true
3. false
4. false
5. false
6. true

Page 26

J

1. will have reached/ will reach
2. will be spent/ will have been spent
3. will have become/ will become
4. will be attending
5. will be using

K

1. He will have been taking exams online for 6 years.
2. He will have been accessing libraries online for all his assignments.
3. He will have been ordering books online for all his subjects.
4. He will have graduated from high school.
5. He will have completed two years of his university course.
6. He will have spent 18 years wheelchair-bound.
7. He will have learnt a lot.
8. He will have almost completed his studies.

Page 27

L

Answers will vary.

Action words (verbs): invent new forms of transport, fly a car, achieve high speeds, save space, avoid traffic jams,

1. By 2040, we will have invented new forms of transport.
2. By 2040, we will have been flying cars for a decade or more.
3. By 2040, we will have solved the problem of traffic congestion on the roads.

Page 28

M

Answers will vary.

Page 29

N

1. Do your parents both speak English?; Yes, they do.
2. Does the hotel have its own website?; No, it doesn't.
3. Do you and your brother go to the same school?; No, we don't.
4. Does the restaurant offer free a Wi-Fi connection?; Yes, it does.
5. Do you usually communicate with your friends by email?; Yes, I do.

O

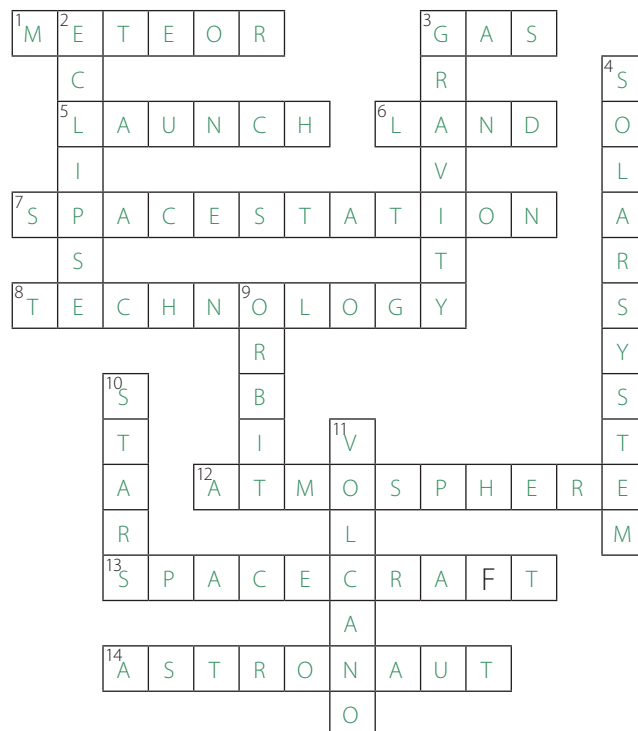
1. d
2. f
3. a
4. b
5. c
6. e

P

Students' own answers

Page 30

Q



EXPANSION Units 1-3

Page 31

A

Across

1. rigorous
3. invaluable
6. simultaneous
7. ditch
9. struggles
12. prominent
13. condensed
14. devoted
15. excelled

Down

2. grieving
4. fled
5. lucrative
8. cash
9. span
10. get cold feet
11. no sweat

Page 32

B

1. another, another, others
2. another, another, other
3. another, other, others

C

1. Nina **does** have an iPhone.
2. I **do** like surfing the internet.
3. My brother **did** get a new TV.
4. We **do** have a digital camera.
5. I **did** feel sick yesterday.
6. Jack **does** work for the government.

D

1. are used to dealing
2. didn't use to have
3. am used to working
4. would type / used to type
5. used to get / would get
6. am not used to speaking

Page 33

E

Answers will vary. Sample answers:

1. Amina was going to call you, but she got sick.
2. I was going to buy her a present, but I didn't have the money.
3. Hussain was going to visit his grandparents, but he had to work.
4. They were going to take the class, but they didn't have time.
5. We were going to cook dinner, but we ordered from a restaurant instead.
6. Farah was going to buy a new computer, but she got her old one fixed.
7. Sean was going to find a new apartment, but he bought a house.

8. Hannah was going to study Spanish, but she studied Japanese.

F

1. we will have driven 200 miles.
2. will have lived there for fifteen years
3. he will have been working there for ten years
4. he will have been studying for five hours
5. I will have known her for a year
6. he will have played chess for 20 years
7. She will have been cooking for an hour and a half
8. they will have been waiting for 30 minutes

Page 34

G

5
2
6
3
1
4

Page 35

H

Answers will vary. Sample answers:

Noun: colleagues, associates, businessmen, representatives, managers, participants, decision, discussion, argument, justification, pen, paper, notes, ghotra, thobe, smile, proposal, suggestion, praise, news, announcement

Verb: talk, discuss, argue, agree, disagree, propose, suggest, explain, convince, present, congratulate, announce, ask, clarify, express, hear, look, point to, point out

Place: office, headquarters, meeting room, conference room, company premises, countries, globe, conference, sales conference, research and development

Time: recently, now, a few days/weeks ago, always, every year, annual.

1. The agenda of the meeting was posted on the Sales Department board early in the morning.
2. The Sales Manager presented the results of the last quarter on the board, during the meeting.
3. The participants discussed the department's performance at the meeting and asked to have a longer planning meeting somewhere else, over a weekend

Page 36

I

Answers will vary.

4 The World of TV

Page 37

A

1. c 3. a 5. b 7. f
2. h 4. g 6. d

B

	Noun	Verb	Adjective	Adverb
1.	alteration	alter	altered	X
2.	animation	animate	animated	animatedly
3.	defect	X	defective	defectively
4.	prominence	X	prominent	prominently
5.	prestige	X	prestigious	X
6.	capture	capture	X	X
7.	rescuer	rescue	X	X

Page 38

C

Answers will vary. Sample answers:

- That film was neither interesting nor funny.
- Either we'll watch a documentary or we'll watch the news tonight.
- Marlin and Dory are characters in the animated film.
- I was neither tired nor hungry.
- The detective is not only brave, but also intelligent.
- It is not only my favorite biographical film, but also my favorite book.
- Either the hero or the villain will win in the end.
- The football game was both boring and disappointing.

D

1. yet/but 4. yet/but 7. or 10. so
2. or 5. so 8. yet/but
3. and 6. yet/but 9. and

Page 39

E

- I think the most exciting movie is either *Star Wars* ~~not~~ or *E.T.*
- Both my mother and my father ~~likes~~ like adventure movies.
- He loved the movie, so **he** went to see it again.
- Not only are my grandparents going, but also my aunt ~~are~~ **is** going.
- In the end the hero saved the city, ~~but~~ **and** he got the money.
- Neither John nor his parents ~~plans~~ **plan** to go to graduation.
- The documentary was not only popular, ~~and~~ **but** also it won an award.

F

Answers will vary. Sample answers:

- We tried to get away, but the pirates caught us.
- Both the house and the garage were ruined.
- It was a beautiful day, so the princess went out for a walk.
- Both the lion and the zebra live in Africa.
- The bad guy was getting away with the money, but SuperDude was faster and stronger.

Page 40

G

Answers will vary. Sample answers:

- she watched TV
- another is planning to be a doctor
- they scare me
- he still failed the test
- we left and went to a restaurant
- I went to work anyway
- we could just stay home
- I didn't like it

H

1. terrible 3. dozed off 5. a dime a dozen
2. You must be joking 4. just 6. hard to swallow

Page 41

I

1. b 3. c 5. a
2. c 4. b 6. b

Page 42

J

Answers will vary. Sample answers:

1. Decide on a topic

Choose the theme/topic of your film. You might want to base it on a book that you have read or real life.

5. Find a location

Choose a place and decide on the time to film. Home movies can be more spontaneous but you need to get organized if you choose a different location.

3. Write the script.

The script can be written like a play script. But it should indicate each scene, the characters involved and their actions, the settings/location and change of scene.

7. Film your scenes.

The shots of the film can be taken from different angles. Professional filmmakers use wide, medium and close up shots. They can then be edited at a later stage.

2. Decide on a situation or plot.

Choose a situation/story that you know and are enthusiastic about. This will help make a film that will attract your audience

4. Make a storyboard and a scene list.

This way every shot will be planned and people will know what they have to do in each scene.

6. Check your equipment.

Make sure your equipment is in working order and that you have all the cables and additional parts you need in addition to a camera and tripod, microphones, lighting equipment and spare discs.

8. Edit your documentary on your computer.

Check the scenes that you have shot and cut out the boring and less successful scenes. When you come across an important scene show it from different angles in order to supply more information and/or detail for the audience.

K

Answers will vary.

Page 43

L

Answers will vary. Sample answer:

Words about the picture: students, library, last, second, third, books, papers, study, shelves, cabinets, leather bound books, large, hall, magazine, journal, computer, research, look up...

- Both students seem completely absorbed in work.
- They are not only hard working but also very creative.
- They haven't noticed the photographer that is taking their photo.

Page 44

M

Answers will vary.

Page 45

N

- Science fiction stories are (just) as easy to follow as detective stories.
- Ahmed is as talented at writing as his friend Oscar.
- A TV antenna isn't as/so difficult to tune in as a satellite dish.
- The Ritz restaurant is (just) as prestigious as the Lime Tree.
- The plot of the sequel is not as intriguing as the original film's plot.

O

- | | |
|----------------|----------------------------|
| 1. best | 8. most hilarious |
| 2. funniest | 9. less talented |
| 3. stupidest | 10. more popular |
| 4. bad | 11. more frequent |
| 5. better | 12. stronger |
| 6. most boring | 13. cleverer / more clever |
| 7. realistic | 14. less similar |

P

Students' own answers

Page 46

Q

Irregular Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
well	better	the best
far	farther/further	the farthest/the furthest
old	older/elder	the oldest/the eldest

R

- | | |
|----------------------------|----------------------------------|
| 1. closer | 7. the most thrilling, the worst |
| 2. (the) furthest/farthest | 8. greater, the most impressive |
| 3. smaller | 9. better, the most favorable |
| 4. the eldest/oldest | 10. bigger, more poisonous |
| 5. better | 11. largest, the greatest |
| 6. hotter, icier | 12. most celebrated, more eager |

5 Do You Really Need It?

Page 47

A

- | | | | |
|-----------|------------------|------------------|------------|
| 1. brand | 3. revolutionary | 5. sophisticated | 7. formula |
| 2. admire | 4. exclusive | 6. intended | |

B

Answers will vary. Sample answers:

- My sister is very sophisticated. She lives in a beautiful house, always wears stylish clothes, and eats gourmet food.
- My favorite brand of clothes is GAP. My favorite brand of shampoo is Aveda.
- I admire my father most. He is intelligent, works hard, and has a kind heart.
- Most cartoons are intended for children, but some are intended for adults.
- Answers will vary.
- A formula is a method that we use to solve problems, or have success in something.

Page 48

C

- They used Roger Federer as their spokesperson because he's famous. (Reason)

2. Wherever we go, we are surrounded by advertising. **(Place)**
3. I bought the face cream since it will help my skin look better. **(Purpose)**
4. If you have a good advertisement, people will buy your product. **(Condition)**
5. They are planning to sell the juice everywhere they can. **(Place)**
6. The company made a commercial in order to sell their new product. **(Purpose)**
7. I'm going to buy it at the store unless I can get a better price online. **(Condition)**
8. Now that the Internet exists, I never go to the mall. **(Reason)**

D

- | | |
|------------|---------------|
| 1. because | 5. since |
| 2. to | 6. even if |
| 3. If | 7. Everywhere |
| 4. so that | 8. now that |

Page 49

E

Answers will vary. Sample answers:

1. I sometimes shop online to get a better deal.
2. I look for good prices wherever I go.
3. I don't like shopping because it takes too much time.
4. If I stay at the mall for a long time, I feel sick.
5. My parents buy me everything since I'm still young.
6. Everywhere you look there are advertisements.
7. My favorite place to shop is Food Mart now that they sell organic foods.
8. I don't listen to commercials so that I can form my own opinions.

F

Answers will vary. Sample answers:

1. If you want big strawberry flavor, you should try our strawberry blast.
2. You can have redder lips wherever you are.
3. Since the world is big, we bring you a way to stay connected.
4. It goes everywhere you need to go.
5. Designed with your body's needs in mind because they are designed for you.
6. Go on. Try them unless you're scared you won't stop!

Page 50

G

Answers will vary. Sample answers:

1. Because it was late, we were tired.
2. I'm bringing an umbrella in case **we** need it.
3. He put on his glasses **unless so that** he could see.
4. Where I live, **it's** hot.
5. They are creating new ads **in** order to sell their products in Asia.

6. Even if he hurries, he will still be late.
7. We put the milk in the refrigerator **now so** that it won't spoil.
8. Now that I **have** a cell phone, I can call my friends anytime.

H

1. broke
2. maxed out
3. blows
4. beat it

Page 51

I

- | | |
|----------|------------------------------------|
| 1. false | Answers will vary. Sample answers: |
| 2. true | 6. bring out |
| 3. false | 7. disastrous |
| 4. true | 8. foolish mistakes |
| 5. true | 9. warning stories |
| | 10. joke |

Page 52

J

- | | |
|-------------------|-------------------|
| 1. launched | 7. chopping |
| 2. window display | 8. sliding |
| 3. hired | 9. revealed |
| 4. were delivered | 10. bystanders |
| 5. oblivious | 11. mixed reviews |
| 6. fully equipped | 12. stir |

Answers will vary for questions 1, 2 and 3.

Page 53

K

Answers will vary. Sample answers:

Words about the picture: supermarket shelves, loaded, laden, packaged goods, processed food, tinned food, preserves, packets of pasta, corn, pasta, olives, tomato paste, tomato sauce, ketchup, lentils, beans, rice, fish, lighting, price tags, aisle, higher, lower, middle, reach, spot, meet the eye, selection, wide selection, assortment, grouped, placed strategically, bottled oil, condiments, customer, buyer, consumer, health, healthy eating, shopper ...

1. Large supermarkets offer a very wide selection of goods in order to attract different customers.
2. Unless goods are categorized, and placed along especially designated aisles it is very difficult for shoppers to find their way around the place.
3. Because of the current interest in healthy eating, more and more consumers avoid processed food and opt for fresh ingredients.

Page 54

L

Answers will vary.

Page 55

M

1. buy, will be, don't have, will need to
2. rains, won't be, is, will practice
3. drops, changes, stays, doesn't freeze
4. decides, will move, will be, makes
5. drop, falls, drop, floats
6. gets, will impress, shows off, won't hang out

N

1. rather
2. study
3. prefer
4. to spend

O

Students' own answers

Page 56

P

Shopping Mall	Small Stores	Online Shopping
wide range of products	friendly service	convenient
discounts	neighborhood	door-to-door delivery
food courts	helpful staff	fast
entertainment	appealing atmosphere	wide range of products
luxury	convenient location	pay by card

Q

1. unless
2. Unless
3. When
4. unless
5. when
6. unless

R

Students' own answers

6 The Gender Divide

Page 57

A

1. anxiety
2. stereotype
3. gender
4. tedious
5. restless
6. temperament
7. capacity
8. repetitive

B

1. tedious
2. restless
3. anxiety
4. intensity
5. repetitive
6. stereotype
7. gender
8. temperament

Page 58

C

1. to check
2. buying
3. eating
4. to take
5. calling/to call
6. to inform
7. living
8. to get
9. to go
10. raising

D

Answers will vary. Sample answers:

1. I don't like being told to do my homework.
2. My grandfather remembers gifts being given to him when he was a child.
3. He wants to be given the answer.
4. Sheila wants to be helped by her mother.
5. Babies like being talked to.
6. The cat wants to be fed by its owner.

Page 59

E

Answers will vary. Sample answers:

1. to do my homework
2. spending time with my grandfather
3. not applying for that job
4. to have breakfast this morning
5. to get an A
6. understood
7. showered with attention
8. interrupted when I'm talking

F

Answers will vary. Sample answers:

1. My brother doesn't like talking about work, and neither does my father.
2. I don't like arguing, and neither does she.
3. Sabah is in high school, and Hanan is too.
4. Jody doesn't like to cook, but Gwen does.
5. Tom doesn't have a job, but his brother does.
6. We're not going on a trip, and they aren't either.
7. He's not old enough to travel on his own, but his brother is.
8. Our classmates don't enjoy the activity, but we do.

Page 60

G

1. to check
2. leaving
3. buying
4. to think
5. to reach
6. being told
7. being told off
8. not to speak
9. to do

H

1. I know something for a very long time I agree with you
2. Answers will vary
3. Answers will vary

Page 61

I

1. One view attributes climate changes to a natural evolutionary process and the other points the need to eliminate all the destructive factors which destroy Earth.
2. Mainly industries, scientists and environmentalists
3. There were environmental changes in the past that had not been caused by human intervention.
4. The destruction of the rain forests, the depletion of oxygen, the holes in the ozone layer
5. Answers will vary.

Page 62

J

Answers will vary. (Students' own answers)

Page 63

K

Answers will vary. Sample answer:

Words about the picture: students, young men, casual clothes, dressed casually, T-shirt, jacket, smiling, grinning, different nationalities, rock, cave, light, team, research, postgraduate, graduate, sunglasses, paper, happy, pose...

1. They tried looking serious but it didn't work because they always manage to have fun with whatever they do.
2. They hope to be rewarded for all the work they put into their research and presentation.
3. They don't regret sharing findings with each other, because they firmly believe in sharing ideas and information in order to discover something worthwhile.

Page 64

L

Answers will vary.

Page 65

M

1. haven't seen
2. have you been
3. Has it been
4. have you been doing
5. have been teaching
6. have got
7. have you been working
8. have been
9. has she made

10. has just finished
11. have spent
12. have been planning
13. have written
14. haven't got
15. has been waiting
16. have been talking

N

Students' own answers

Page 66

O

1. writer, bookworm
2. keep, club
3. at, awards
4. by, poetry
5. in, stories

P

1. enjoyment
2. happiness
3. satisfaction
4. educational
5. knowledge
6. competitions

Q

- | | | | |
|------|------|------|------|
| 1. d | 3. g | 5. e | 7. a |
| 2. c | 4. h | 6. f | 8. b |

R

Students' own answers

EXPANSION Units 4-6

Page 67

A

- | | |
|------|-------|
| 1. l | 7. d |
| 2. i | 8. a |
| 3. k | 9. h |
| 4. b | 10. j |
| 5. g | 11. c |
| 6. e | 12. f |

B

Answers will vary.

Page 68

C

1. He not only worries a lot, but he also tries to avoid conflict.
2. Neither Ben nor Scott like to play football.
3. Both Betty and Tara like to talk about their feelings.
4. They will either have pizza or pasta. They don't know yet.
5. Madison likes to speak in both formal and informal situations.
6. Not only can sea turtles swim underwater, but sea turtles can also live to be very old.
7. Men neither like to do tedious tasks nor talk about their feelings.
8. The meal can be either served with rice or salad.

D

Answers will vary. Sample answers:

1. I take my cell phone wherever I go.
2. You should call 917 only if there is an emergency.
3. I am studying English so that I can study in the U.S.
4. We don't have school on September 23rd because it's a National Day.
5. I have an umbrella in case it rains.
6. You can find a place to use the Internet everywhere you go.

Page 69

E

1. talking
2. to buy
3. turning
4. to tell
5. paying
6. to have
7. seeing
8. watching

F

1. The BMX is sophisticated, but my old car isn't.
2. This packaging doesn't look good, and the advertisement doesn't either.
3. The commercial is good, and the slogan is too.
4. The uniforms aren't new, but the sneakers are.
5. China sells the car, and Mexico does too.
6. The spokesperson is a scientist, but the sponsor isn't.
7. Endorsements are a way to advertise, and the Bandwagon Techniques are too.
8. The commercial isn't funny, and the billboard isn't either.

Page 70

G

Answers will vary.

H

Answers will vary. Sample answer

Convey – meaning; message; information; feelings; ideas; a request

Witness – an event; incident; happening; accident; mistake; move; act; action; attempt; operation

Outlandish – idea; behavior; development; reaction; suggestion; option; appearance; creation; design

Untimely – response; invitation; move; suggestion; gesture; comment; idea; development; decision

Brand – new; expensive; well-known; cheap; expensive; stylish; widely advertised; international; local

Page 71

I

Answers will vary. Sample answer

Action words (verbs): mark, kick, take, score a goal, win, trick, hang on, keep, lose, blink, play, run

1. There's no way he's going to take the ball away from me.
2. I'll show him how good I am; I'll trick him into thinking I've lost the ball and then run with it.
3. I'm bigger and stronger than him; I'll score before he can blink.

Page 72

J

Answers will vary.

1 Photocopiable Activities

Exercise 1

Complete the sentences with **other**, **another**, or **others**.

1. I've already had a burger, and I'm about to get another one.
2. I know you and your friends are determined to go, but _____ aren't.
3. You'd better think of _____ alternatives; there is no way we can fly there.
4. We really need to get going if we don't want to be late. Are the _____ coming?
5. I was comfortable and well looked after during the flight, but _____ passenger kept on complaining about the seats and the food; he was really unhappy.
6. Our group finished on time, but _____ students took a lot longer completing all the answers.
7. Some people are in favor of e-learning, but _____ are skeptical about it.
8. These are delicious cookies, I might as well have _____.
9. Don't watch TV all day. There are _____ things to do.
10. The teacher said we have _____ assignment to hand in next week, but I still haven't finished the _____!

Exercise 2

Fill in the blanks with emphatic **do**, **does**, or **did**.

- A: You never help me with my homework.
- B: That's not true. I (1) do help you whenever you ask me.
- A: Oh, yeah? Well, why didn't you return my call yesterday?
- B: I (2) _____ call, and your mother said you were sleeping.
- A: When was that?
- B: At about 9:00 pm, when I finished writing my essay.
- A: You see? You (3) _____ write your own essay. What about me?
- B: What about you? You were in class; you must have heard what the teacher said.
- A: Of course, I did but I wasn't sure about the topic, and I (4) _____ say I would call you later. Friends are supposed to help each other.
- B: And we (5) _____ help and stand by each other, most of the time. Don't we?

Exercise 3

Complete the sentences with your own ideas. Use **other**, **others**, or **another**.

1. Don't worry! All is not lost; I've got another idea that's a lot better!
2. My computer won't download any files, so I need _____.
3. Fahd is an Arab name, and Saeed _____.
4. We're not the only ones who've got a problem; _____.
5. One thing you should do is spend more time studying, and _____.
6. That is not the only book I lost; _____.
7. Some people enjoy reading on screen, while _____.
8. This flight is scheduled to depart in two hours, and _____.

1 Photocopiable Activities

Exercise 4

Fill in each blank with the appropriate word.

deficiencies devoted invaluable grieving compensate predators fearsome

A. An elderly couple used to live in the building across from ours. They were obviously

- 💡 (1) devoted to each other. One day, they were not on their balcony having coffee at their usual time. We found out that the old gentleman had passed on. The lady appeared a few days later, with two cups of coffee and cookies and laid them on the table. She then took her usual place and put one of the cups on her husband's side. She did this every day. It was her way of (2) _____ his death.

B. Symbiotic pairs of animals (3) _____ for each other's (4) _____ in an admirable manner. They might look very odd together, but they offer each other (5) _____ help and benefits. Ostriches look out for (6) _____ while zebras drink at a water hole. Clownfish lure fish for the anemone to eat. Very often the most (7) _____ animals surprise you with their behavior; like the lion that was rescued and raised by humans, then released in the wild, and upon seeing them years later was as happy as a cub.

Exercise 5

Answer the questions. Compare answers in class or exchange and read each other's answers.

1. Are there predators in the desert? What do you know about them?

2. Are there symbiotic pairs of animals in the desert? Explain how they support each other.

3. How would you define a symbiotic relationship?

4. Can people compensate for their weaknesses independently of others? Why? Why not?

5. How might someone compensate for impaired vision?

6. What are your strengths as a learner/student?

7. What are your weaknesses as a learner/student?

8. What do you do to compensate for your weaknesses?

2 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Fill in the blanks with **would** or **used to**.

💡 When Jeffrey was a child he used to spend a lot of time on his grandfather's farm. His grandfather (1) used to take him along wherever he went, so Jeffrey learned a lot about farming. It was a 25,000 acre farm, so there was quite a lot to do with crops and animals.

They (2) _____ start off early in the morning to do all the chores that needed to be done. Jeffrey

💡 (3) _____ carry the milk buckets to the stable for his grandfather. He (4) would then sit quietly and watch. As he watched, he (5) _____ sometimes fall asleep and start dreaming. He (6) _____ dream of himself all grown up, standing in the yard of his own farm. There (7) _____ be all kinds of animals, including an elephant. An elephant on a farm?

He (8) _____ usually wake up as his grandfather finished milking the cows and pretend he had been awake all along. His grandfather was used to it, so he (9) _____ chuckle and then take a smaller bucket with milk and head for the kitchen. Jeffrey (10) _____ run behind him, trying to keep up with his stomach growling, looking forward to a big breakfast.

Now write a similar paragraph about your childhood.

Exercise 2

Complete the sentences with **used to** or **be used to**.

- 💡 1. They used to live in the center of town, but as it got busier and noisier they moved to the country two years ago.
2. They have to drive for an hour to get to work in the morning, but they _____ it, so they don't mind.
3. I _____ working long hours on weekdays, so I can take the weekend off.
4. Saeed _____ seeing his family every weekend. He works in another town.
5. I _____ calling my best friend every evening to talk about things, so I don't like it when I can't get through.
6. He _____ drive everywhere until the doctor advised him to walk as much as possible if he wanted to be healthy.
7. We only drink herbal tea now, but in the past we _____ drink a lot of coffee.
8. I _____ having fish every day. That's the reason I got sick.

2 Photocopiable Activities

Exercise 3

Fill in the blanks with **was/were going to** + base verb (future in the past) or **would** + base verb or **had** + past participle (past perfect).

1. She said she (1) was going to call (call), but she never did.
2. I thought we (2) _____ (meet) at the mall. I didn't know plans
(3) _____ (change).
3. He (4) _____ (apply) for the job, but then he (5) _____ (hear)
about another position that was being advertised.
4. I assumed that they (6) _____ (fly) to Dubai, so I thought
(7) _____ (be) there in time for the reception, but I was wrong. Apparently,
they (8) _____ (drive) but hadn't bothered to tell anyone.

Exercise 4

Match the words to form collocations. Tick the items that can be combined.

	potential	sector	airline	venture	stake	skill	cause	prospects
short-haul			✓					
viable								
large								
high-risk								
entrepreneurial								
business								
humanitarian								
career								

Choose some of the items and write sentences.

1. Short-haul airlines tend to have smaller planes and use cheaper terminals.
- _____
- _____
- _____
- _____

Exercise 5

Complete the sentences. Use your own ideas.

1. When I was a child, I used to spend a lot of time with my grandparents.
2. I thought that in the future _____.
3. I didn't think it was possible, but I am actually _____.
4. Don't worry about me, I'm _____.
5. Didn't they say that they _____.

3 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Read the plan and complete the sentences using future perfect or future perfect progressive.

Now	He's training as a pilot. He's learning about planes / how to fly.
2020	His training will be over. He is going to get his certificate.
2021	He'll get a job as a commercial pilot.
2022	He'll get married.
2023	He'll have a child.
2024	He'll buy a house.
2025	He'll start flying to USA and Japan.
2026	He'll resign and start his own business.
2027	His business will expand.
2030	He'll be a billionaire.

1. By 2020, Robert will have completed his training and gotten his certificate.
2. By 2022, he'll have been _____.
3. By 2024, he'll _____
and he'll have _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.

Exercise 2

Use the verb in parentheses in the correct present or future form to complete the sentences.

1. Our flight leaves at 5 am; at 7 am, we will be flying (fly) over Jordan.
2. I _____ (call) you as soon as I _____ (get) home.
3. Don't call them after 10 pm; they _____ (sleep).
4. I _____ (leave) the office, when I _____ (finish) the report.
5. They _____ (issue) the ticket after they _____ (receive) the money.
6. I _____ (leave) in about 5 minutes; is there anything else you'd like us to discuss?
7. He _____ (get) his degree before he _____ (leave) the country.
8. Who _____ (drive) you to school, while your father is away?

3 Photocopiable Activities

Exercise 3

Complete each sentence using the future perfect or future perfect progressive.

1. We moved to London 5 years ago. By 2015, we 'll have lived there for 9 years.
2. I've already written more than half the essay over the last 30 minutes. In an hour, I _____.
3. I've already spent \$500. If I spend another \$300, _____.
4. They bought their car two years ago. By 2017, _____.
5. Adel started working at the bank in March. By January, _____.
6. We started emailing customers three hours ago. In another two hours, _____.

Exercise 4

Fill in the blanks with the appropriate words. Make changes if necessary.

estimated lucrative steep extensively commonplace chains rigorous determined

1. Tourism used to be a (1) lucrative industry for quite a few Mediterranean countries. However, circumstances have changed drastically, and the (2) _____ income in most cases is expected to drop by at least 20%. The (3) _____ increase observed in previous years is probably going to be followed by a substantial decrease due to the economic crisis. Attributing all problems to the financial crisis could be regarded as (4) _____, but it is unfortunately true. Many businesses, including food and clothing (5) _____ have had to shut down. (6) _____ measures are required to support businesses and growth in many countries. Naturally, people who have invested (7) _____ in tourism are (8) _____ to do whatever it takes to change the course of events.

Exercise 5

Answer the questions.

1. How do you think schools will have changed by 2030? Write about three changes.

2. How do you think transport will have changed by 2030?

3. How do you think computers will have changed by then?

4 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Match and join the sentences using a coordinating conjunction, i.e. **and**, **but**, **or**, **so**, and **yet**.

1. I promise to help you with the assignment.	a. They have very little self-confidence.
2. She's determined to lose weight.	b. He refuses to speak to me.
3. They invested in a high-risk sector.	c. You can submit it tomorrow.
4. The plane was hit by lightning.	d. You can ask someone else to edit it.
5. I asked him for his help.	e. I am not going to rush to get there early.
6. You can edit your paper.	f. He misses the people he used to work with.
7. They've made us wait every single time.	g. She's going on diet.
8. He likes his new job.	h. He decided to replace it as soon as possible.
9. They're highly skilled professionals.	i. They might not make a profit.
10. His car broke down in the middle of the desert.	j. It landed safely.

1. I promise to help you with the assignment, so you can submit it tomorrow.

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 2

Complete each sentence with your own idea. Use paired conjunctions.

1. He is neither clever nor successful, but he is a nice person.
2. She either takes the bus _____.
3. They have neither replied _____.
4. It is not only expensive, _____.
5. Both Fred _____.
6. Neither her friend _____.
7. She has both _____.
8. Both the flight attendants _____.

4 Photocopiable Activities

Exercise 3

Fill in the blanks with the appropriate word. Make changes to the words if necessary.

aspiration deteriorate phenomenal defect alter delusion crucial confront

💡 *A Beautiful Mind* is a (1) phenomenal biographical film, although some criticized that real facts had been (2) _____, especially regarding John Nash's (3) _____.

On the whole, (4) _____ facts of Nash's life were represented realistically. The way Nash (5) _____ and deals with groundbreaking mathematical theory and applications is both fascinating and a tribute to human will power. No doubt, we all have a few (6) _____ that hinder our progress in life, but this does not, in any way, mean that we should give up on our dreams and (7) _____. Everyone expected Nash to (8) _____ and become a sad and pitiful character, but he fought and won.

Exercise 4

Answer the questions.

1. Which film genres on TV have the following features:

- Action and tropical settings _____
- Unusual, imaginary characters _____
- Cowboys and sheriffs _____
- Cartoon characters _____
- Based on real life stories _____
- Real scenery, people, and animals _____
- Lavish costumes and settings _____

2. What genre or genres of TV films do you prefer? What do you like about them?

3. What genre or genres of TV films do you dislike or find boring? Why?

4. Name two of your favorite TV films. Write the titles and as much as you can remember about them, e.g. plot, setting, characters, etc.

A. _____

B. _____

5 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Circle the right word or phrase in each sentence.

1. We have an extra seat since / **so** Ken is not joining us.
2. We have to participate in the competition **even if** / **because of** we are likely to lose.
3. A lot of money is spent on advertising **now that** / **in order to** increase sales.
4. **Now that** / **unless** we've taken the test, I feel I can relax.
5. The flight was canceled **because of** / **only if** the storm.
6. Give me a call when you get there **so that** / **in order to** I know you're home safe and sound.
7. You need to stay fit **unless** / **if** you want to participate in the race.
8. I don't think I'll be able to attend the lecture **unless** / **whenever** I manage to get there on time.

Exercise 2

Combine and rewrite each pair of sentences using the appropriate adverb clause.

1. We should call and ask for directions. We don't know the area.
 We should call and ask for directions since we don't know the area.

2. You might be late. You leave home ahead of time.

3. They need to do well on the test. They want to get high grades.

4. You can't call people. You feel like talking to them.

5. The game will be canceled. The temperature might drop below zero.

6. I'll let you have my cell phone. You might need it.

7. We're going on a picnic. It might be too hot.

8. I'll put the books away. You might need them.

Exercise 3

Complete the sentences with your own ideas.

1. Unless you are careful _____.
2. Whenever I think of _____.
3. _____ everywhere you can think of.
4. _____ even if you give up your seat.
5. _____ unless you know the right people.
6. _____ only if he is willing to work hard.
7. Now that she has won _____.
8. _____ because of the weather.

5 Photocopiable Activities

Exercise 4

Complete each sentence with the appropriate word from the list.

emotions spontaneously consumers unconventional effective second intellect outlandish

💡 (1) Outlandish advertisements are often designed to shock (2) _____ and make the product more memorable. Advertisers will go to great lengths to create such effects.

(3) _____ methods of advertising are effective as long as they remain unusual. If more companies start using similar advertisements, they become less (4) _____.

Advertisers want consumers to respond (5) _____ and buy the product. They are not interested in raising questions in the minds of potential buyers in case they have (6) _____ thoughts and reject the product.

Advertising addresses people's (7) _____ rather than their (8) _____.
A thinking consumer is going to be more difficult to reach and get a response from.

Exercise 5

Answer the questions.

1. Are you susceptible to advertising? Do you buy products that are advertised?

2. Do you notice advertisements on the Internet? Do you read them carefully? Why? Why not?

3. What kind of stereotypes do most advertisements promote?

4. Which target group do advertisements for children ultimately address? Can children buy the products themselves? What kind of emotions/feelings does such advertising aim to activate?

5. If you had a new product that you wanted to sell to young people, where would you advertise it?
How would you advertise it?

6. What do you do when advertisements are shown on television? What does this indicate?

7. Describe an advertisement that you think is particularly effective. Describe the product and how the advertisement effectively promotes the product.

6 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Rewrite the sentences using the verb in parentheses with an infinitive or a gerund.

1. We haven't received any letters for at least a month, and it doesn't look as if we're going to get one, anytime soon. (stop)
 We've stopped receiving letters. / We stopped getting letters.
2. We had been driving for at least three hours, so we decided to have a break for lunch. (stop)

3. I tried to get in touch with her but couldn't reach her. (try)

4. Did I really pay for the sandwiches? I can't remember. (remember)

5. I shouldn't have invited him. (regret)

6. Remember! You need to water the plants while I'm away. (remember)

7. We no longer watch television; we use our computers instead. (stop)

8. He called yesterday but doesn't remember it. (forget)

Exercise 2

Rewrite each sentence as a passive sentence.

1. Someone needs to replace the window pane.
 The window pane needs to be replaced.
2. Telling someone how to do things all the time can be demoralizing.

3. I remember people helping me get up after the fall.

4. The technician should upgrade the computer.

5. They expect the company to pay them by the end of the month.

6. Someone must place the books on the shelves.

7. Someone needs to check the air-conditioning units regularly.

8. He expects us to drive him everywhere.

6 Photocopiable Activities

Exercise 3

Complete the sentences with the appropriate auxiliary.

1. We've returned the books, but they haven't.
2. My friend has a new smartphone and, I _____ too.
3. Aisha missed class yesterday, but we _____.
4. My brother has a test today, but I _____.
5. I'm not interested in war films, and my friend _____ either.
6. My friend plays video games, and I _____ too.
7. My friends don't spend a lot of money, and I _____ either.
8. They are watching TV, but we _____.

Exercise 4

Match the words with their definitions.

anxiety stereotype temperament capacity intensity restless tedious convey

1. tedious very boring
2. _____ the emotional part of someone's character
3. _____ a belief/idea of what a particular person or thing is like
4. _____ ability to do something
5. _____ the feeling of being very worried about something; stress
6. _____ not willing to stay inactive; nervous
7. _____ the quality of having a strong effect or of being felt very strongly
8. _____ communicate or transfer an idea

Now choose two of the words and write sentences.

Exercise 5

Read statements based on the reading text and agree or disagree. Give reasons for your answers.

1. Shared activities are more important than talking for men.

2. Women tend to talk about people and feelings.

3. Men tend to talk about sports and facts.

4. Men talk to fix problems.

5. Women talk to explore problems.

6. Women divide their attention between a number of things.

7. Men focus their attention on one thing.
